

New York School Journal.

"EDUCATION IS THE ONE LIVING FOUNTAIN WHICH MUST WATER EVERY PART OF THE SOCIAL SYSTEM."—EDW. EVERETT.

VOLUME XVI., NUMBER 5.
Whole Number 432.

NEW YORK, JANUARY 31, 1880.

\$2.00 a year.
SINGLE COPIES 7 CENTS

STANDARD TEXT BOOKS. BROWN'S English Grammars.

EDITED BY
HENRY KIDDLE, A.M.,
BROWN'S
First Lines of English Grammar.
BROWN'S
Institutes of English Grammars.
USED IN THE BEST SCHOOLS.

The excellence of Brown's Grammars is very generally admitted, and, notwithstanding the multitude of school grammars which have come in competition with them, they have steadily advanced in public favor, and are largely in use throughout the country. The rules and definitions are simple, concise, philosophical, and accurate, and are illustrated with clearness and force.

At a Regular Meeting of the Board of Education of the City of New York, held November 5th, 1879, Brown's Series of English Grammar were adopted as text-books to be used in the City Schools.

BROWN'S
Grammar of English Grammars.
Over 1000 pages, Royal 8vo. \$4.25.
The "GRAMMAR OF ENGLISH GRAMMARS" is an invaluable book of reference, and every scholar should have a copy in his library. No teacher can afford to be without.

ROSCOE'S CHEMISTRY.

New Edition, Just Published.

Thoroughly scientific in its modes of presentation, and up to the present state of the science, it is yet so condensed that the learner is not discouraged when it is put into his hands. The most important facts and principles of modern chemistry are arranged in a plain but precise and scientific form.

GANOT'S PHYSICS.

Ninth Edition Revised and Enlarged. Illustrated by Four Colored Plates and Eight Hundred and Forty-four Wood Cuts.

The best elementary treatise on physics, experimental and applied, that has appeared in the English language. It is so written that any one possessing a knowledge of elementary mathematics, will be able to read it with ease. It is profusely and elegantly illustrated, particularly on those parts pertaining to modern instruments of research. The most attractive feature of the book, which shows itself in the discussion of every subject, is the fact that it is written up to the times, and it will furnish many teachers and students with "fresh food" which they could not otherwise obtain without great expense. Used as the Text Book in the Principal Colleges in the United States.

Lambert's Primary Physiology.
A concise handy text-book of One Hundred and Seventy-Five Pages, for beginners in Physiology.

Very Favorable Terms for Introduction. Address

WILLIAM WOOD & CO.,
27 GREAT JONES STREET, N. Y.

M. T. WYNNE,
(Late with C. T. Reynolds & Co.)

DEALER IN

Artist Materials.

Winsor and Newton's Oil and Water Colors, Canvases, Brushes, &c.
Materials for Wax Flowers.
75 E. 15th St., bet. 4th AV. and B'WAY.

USE THE BEST.

HARRISON'S
CELEBRATED
WRITING INKS.

Samples Sent On Application.

ADDRESS,

HARRISON MFG CO.,

512 Broadway, New York.

Special Rates Ink in Bulk, for Schools and Colleges

RECENT SCHOOL PUBLICATIONS.

—BY—

D. APPLETON & CO., APPLETON'S SCHOOL READERS.

By WM. T. HARRIS, L.L.D., Supt. of Schools, St. Louis, Mo.

A. J. RICKOFF, A.M., Supt. of Instruction, Cleveland, Ohio.

MARK BAILEY, A.M., Instructor in Elocution, Yale College

CONSISTING OF FIVE BOOKS,

SUPERBLY ILLUSTRATED

These books excel all other school publications of the kind ever issued from the American press. The combined product of the best talent and highest scholarship, embellished with every useful and attractive adjunct of pictorial art, and constructed with especial regard to mechanical excellence, they have as was anticipated, met with extraordinary success, and already attained a popularity unprecedented in the history of school-books. Specimen copies for examination with reference to introduction, if approved, will be sent to Teachers and Committees at the following rates:

First Reader	-	-	-	10 c.	Fourth Reader	-	-	-	25 c.
Second Reader	-	-	-	15 c.	Fifth Reader	-	-	-	40 c.
Third Reader	-	-	-	20 c.	The Whole Set	-	-	-	\$1.10

Stickney's Pen and Picture Language Series. In Three Series of Four Numbers each. For Primary and Grammar Schools. The most charming and attractive books for Language and Composition Exercises ever prepared.

"Words and How to Put Them Together." This little book should be in the hands of every boy and girl in our schools. It will not rival any book now in use, but is designed to go before all such, and "make their paths straight." Sent for examination, post paid, for 25 cents.

The Model Copy-Books, WITH SLIDING COPIES, contain so many evident marks of superiority that they are received with universal favor. Sample number, 10c.

The Word Writer; An English-Book designed to accompany "Words, and How to Put Them Together." By H. H. BALLARD. For examination, 8 cents.

Primer English Composition. By Jno. Nichols, A.M., LL.D, Prof. English Language and Literature, University of Glasgow. For Examination 30 cents.

Morris's History of England. This is a class-book, compiled for pupils preparing for the Oxford and Cambridge local examinations, the London University matriculation, and for the higher classes in elementary schools. For examination, 75 cents.

Gilmore's Outlines of Logic. This book was constructed with a view making the study of logic practically valuable, and grew up in the author's class-room out of an attempt to simplify for his students statements to which they are introduced in the best logical text-books that were available. For examination, 50 cents.

Northend's Gems of Thought. This contains more than one thousand choice selections, or aphorisms, from nearly four hundred and fifty different authors, and on one hundred and forty different subjects. This is a more advanced work than "MEMORY GEMS" or "CHOICE THOUGHTS," by same author. For examination, 55 cents.

Principles and Practice of Teaching. By JAMES JOHNNOT. 12mo. Cloth, \$1.50.

Harkness' Preparatory Course in LATIN PROSE AUTHORS, comprising four books of Cæsar's Gallic War, Sallust's Cataline, and Eight Orations of Cicero. With Notes, Illustrations, a Map of Gaul, and a Special Dictionary. 12mo. Cloth, \$1.75. For examination, \$1.00.

Harkness' Sallust's Cataline, with Notes and other Special Vocabulary 12mo. Cloth, \$1.15.

D. APPLETON & Co., Publishers.

New York, Boston, Chicago, San Francisco.

THE Popular Science Monthly.

CONDUCTED BY

E. L. and W. J. YOUNG.

THE POPULAR SCIENCE MONTHLY has been often pronounced by first-rate judges "the best periodical in the world." This is because it represents the most valuable thought from the most advanced scientific men of the age in all countries.

Its articles and abstracts of articles, original, selected and illustrated, give accounts of all important discoveries and applications of science that are of general interest.

Its pages will also be found faithfully to represent the progress of scientific ideas, as it affects the higher questions of human interest, such as those of the statesman, the philanthropist, the jurist, the financier, the educator, the divine, the artist, the historian and the social reformer.

Prominent attention has been given and will be given in these pages to the various sciences which help to a better understanding of the nature of man, as affecting all private, domestic and public relations—in short, to the comprehensive science of human nature.

THE POPULAR SCIENCE MONTHLY is adapted to the wants of thoughtful, inquiring people. It is addressed to the intelligent classes of society, but treats its topics in a popular style, as free as possible from technicalities, and suited to the capacity and tastes of general readers.

Its fifteen volumes now issued form the best Popular Science Library to be anywhere obtained, and it is the intention of its managers in every practicable way to increase the interest and value of its future numbers.

TERMS: Five dollars per annum; or, fifty cents per number.

A Club of five will be sent to any address for \$20.00 per annum.

THE POPULAR SCIENCE MONTHLY and APPLETON'S JOURNAL, together, \$7.00 per annum (full price \$8.00.)

The volumes begin May and November of each year.

Subscriptions may begin at any time.

D. APPLETON & CO., PUBLISHERS,

549 & 551 Broadway, New York.



HUMPHREY'S
MARVEL
OF HEALING

THE
INDISPENSABLE
FAMILY
MEDICINE.

The only standard preparation of HAMEL'S or WITCH HAZEL ever placed on the market.
ALWAYS SAFE.
Never Injurious.
HEALS Wounds, Contusions, etc.
ARRESTS All Hemorrhages.
CURES Piles, Burns, Rheumatism, Pains, Varicose Veins, Inflammations, Soreness, Sunburns, Catarrhs, etc.
Prices: 6 oz. 30c.; Pints, 60c.; Quarts, \$1.
OBSERVE TRADE-MARK. FAVORITE FREE.
HUMPHREY'S HOMEOPATHIC CO. 109 Fulton St. N.Y.

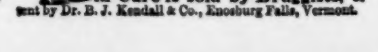
LATEST
Educationist's Annual, (No. 1.) 200 pages. Latest Readings, Dialogues, etc. Published by National School of Education and Oratory. Sent, postpaid, paper, 25c.; cloth, 50c. J. W. RHOENACKER & CO., Nos. 1416 and 1418 Chestnut St. Philadelphia, Pa., dealers in Educational Publications.

\$72 a week, \$12 a day at home easily made. cost Outfit free. Address True & Co., Augusta, Maine

THE CHURCH UNION.

\$77 a Month and expenses guaranteed to Agents.
Outfit free. SHAW & Co., Augusta, Maine.

By S. W. Straub. **ECHOES**



Box, 2490. 40 Decatur Street, N. Y.

W **LATEST** **BEST!** **Jansen, McClurg & Co., Chicago.**
Day School Singing Book. **ECHOES**
By S. W. Straub.

New York School Journal.

NEW YORK SCHOOL JOURNAL,

Published EVERY SATURDAY at

17 Warren St., N. Y.,

—BY—

E. L. KELLOGG & CO

From 1 to 4 copies..... \$2.00 each
" 5 to 9 copies to one address..... 1.00 "
" 10 to 19 copies to one address..... 1.50 "
20 copies to one or more address..... 1.00 "

The blank label on each paper shows up to what date a subscriber has paid. If the publisher does not by that date receive a request from the subscriber that the paper be discontinued, he will continue to send it. The paper will, however, be stopped at any time thereafter (if the subscriber so desires) and remits the amount due for the time he has received it. The papers for a club will be stopped at once on the expiration of the club subscription, unless a renewal for the same is received.

Subscriptions for any portion of a year will be received.

If the papers for a club are to be sent to one address, the publisher desires to have for reference the names of all the subscribers. He therefore requires that each club subscription be accompanied with a list of the names and addresses of the persons who are to use the paper.

Additions may be made at any time to a club, at the same rate at which the club, as first formed, would be authorized to subscribe anew. Such additional subscriptions to expire at the same time with the club as originally ordered. The new subscribers to pay pro rata for the time of their subscriptions.

Subscribers asking to have the direction of a paper changed should be careful to name not only the post-office to which they wish it sent, but also the one to which it has been sent. All addresses should include both county and state.

Any person writing to renew either a single or club subscription in connection with which his name has not before been known to the publisher, will please give the name of the person to whom the paper or papers have heretofore been sent.

Subscribers wishing to introduce THE JOURNAL to their friends, can have specimen copies sent free from this office to any address.

Contents of this week's number.

Advertisements.....	Page 1, 2
EDITORIAL.	
Stop My—! What?.....	3
Who Believe in Education.....	3
The Regent's Questions.....	4
Analysis and Teaching.....	4
Effects of School Life upon the Sight.....	4
School Discipline.....	5
Children's Rights.....	5
EDUCATIONAL MISCELLANY	
The School and Kindergarten Should Have Different Methods.....	5
Buddha's First Sermon.....	6
EDUCATIONAL NOTES.	
New York City.....	6
Elsewhere.....	6
Noted Educational Institutions.....	7
LETTERS.	
BOOK DEPARTMENT	
A Strange Affair.....	9
Otto Printing Press.....	9
A Truly Indian Story.....	9

New York, January 31, 1880.

As we are having an extra number of our valuable papers bound, we find we need March 15th and 22nd. Please send them—we pay ten cents each.

The first of a series of letters from Quincy, Mass., appears in the JOURNAL this week. The writer is one who is in every way able to judge of the merits of the methods there employed in the Primary Schools under the direction of Supt. F. W. Parker. We believe our readers will peruse these letters with great interest.

THE Yonkers Board of Education deserve praise for having invited Supt. Parker of Quincy to address them on the operation of New Education in Quincy. Teachers came in from great distances. New Jersey, City Island, Staten Island and Long Island sent delegations. Several eminent educators listened with approbation.

Some of his sentences are destined to have a wide currency "Real teachers are those who are learning to teach." "I would manage children like human beings." "Don't be so anxious they should toe a mark as to get an idea." "Dull children properly taught, will outstrip the bright ones—they have perseverance." "Primary teaching requires the best brains." "To teach a child as you do a parrot is barbarous as well as wicked." "Throw overboard your tread mills." "The Quincy system is the employment of the principles that have been used by all the best teachers of the world, the great obstacle is the ignorance of the teachers concerning teaching."

A report has been circulated in this city, that there would be legislation respecting our city schools. Some have supposed this referred to the disappointment of many citizens respecting the appointments made this year by Mayor Cooper to the Board of Education; but a different matter has been presented to our law makers. It is to compel those who teach in the city schools to live in the city. No doubt such a law is imperatively needed; there are others quite as necessary, and here they are: To compel the members of the Legislature to board in three story houses, eat mutton chops off gilt-edged plates; to require the Germans to drink lager beer seated at marble-topped tables; to require the school children to wear copper-toed shoes; to make the school trustees of a ward live in a five story-French flat (the last elected at the top), so as to be easily got at; to have one Commissioner from each ward and make him live in that ward; to appoint no teacher that doesn't reside in the ward, &c., &c.,

A proposition to compel the teacher to live in the city lacks sound common sense. What does a business man do? Does he ask whether his employees live in Brooklyn, Hoboken or Jersey City? So long as they are prompt at their posts, and are efficient in the performance of their duties, he makes it none of his business. In fact the railroads, ferries, &c., make these suburban places integral parts of this great city.

Let the Legislature look from the Capitol at the Hudson River and solve this problem; "Shall no one employed in the Albany schools be allowed to cross that river and live on the eastern side? What is the bridge for then?" And the same might be said of our Fifteen million Bridge. Here Mr. McCarthy says there must be a sign, "No teacher allowed to cross this bridge!" Now Mr. McCarthy will find that this thing won't work.

We think the sensible members of the Legislature will say, "What is that to us; you raise the money for your schools, and you shall say how it may be spent."

THERE are teachers for whom twenty-five cents a week is too much, and there is a great deal of poor teaching. There are teachers whose services to their pupils, whose influence over them, in whose power it is to make their pupils honorable, intelligent men and women, and for whom five thousand dollars a year is not compensation enough. The New York Tribune says on this subject: "Let there be an end to teaching by the young women who have no aptitude and little training, and who take up the work as a makeshift until their marriage day. A school committee can make no poorer investment than in teaching by the letter without the spirit. No one should teach in the schools who has not an enthusiasm for her work, a marked natural capacity for it, and a thorough training. But so long as prices are kept down resolutely, and constantly reduced, there is no temptation to any one to spend years in sincere and careful preparation, or the few hours out of school in the necessary study that prevents intellectual rust. Why should time and money be given to the getting ready for a work which gives only the simplest daily bread and raiment, and which, after a life of earnest devotion, leaves the worker's old age to miserable dependence or to actual suffering for the physical needs of existence? If school boards would spend the time they now occupy in trying to reduce salaries in endeavoring to get better teachers, the next generation would profit incalculably. Make the severest requirements of teachers, relentlessly dismissed all who are half competent; and when you get good ones, pay them an honest wage." To all of which, we think, the intelligent and tax-paying portion of Brooklyn will say Amen!"

Stop my---What?

At the beginning of another year, we start the following on its rounds again, respectfully dedicated to persons who are thinking of retrenching their expenses, by stopping their paper. Times are hard, money is scarce, business is dull, and retrenchment is a duty; I must stop—not my whiskey. Oh, no; times are not hard enough for that, yet! But there is something else that costs me a large amount of money every year that I ought to save; so, I must stop my—Tobacco? cigars? snuff?—No! no! no! not

these; not quite so bad as that! But I must retrench somewhere; so my—Jewels? ornaments? trinkets?—Not at all! not at all! style must be kept up though the times come ever so bad. But I see a way to make quite a saving in another direction; so I will stop my—Tea? coffee? needless and unhealthy luxuries?—No, indeed! I cannot think of such a sacrifice. I must think of something else—I have it now! My paper costs two dollars a year! I must save that; so, I will stop my paper!

Who Believe in Education?

The idea is very widely diffused that the "educational party" is very large and by this term is meant Commissioners, Trustees, Superintendents, Principals, Teachers, and that indefinable class "friends of education"—meaning those who send to school or "holler" about the schools—when they are running for an office. Do not for a moment suppose that all these people believe in education.

(1). What a man knows nothing about, he does not, cannot, believe in. Now how many of all the above classes know about education, its history, its principles, its ideas, its methods, its exponents, its prevailing tendency to-day, the stages of its progress, the history of its founders, the influence of each &c., &c.

(2). What a man believes in he will invest something in. Who are investing in education. Is not the class very small? Ask Henry Barnard, ask the publishers of educational journals and teachers. Ask those who are attempting to advance education.

Look at the Principal of yonder large public school, and consider his work and his methods. Yes consider his stock in trade? Is it not a small one. He begins to-day where he left off yesterday. The profound influence of the world of ideas is unfelt by him; he teaches (as he calls it) without meddling with ideas. What cares he for Pestalozzi, Comenius, Arnold or Page? That they grappled with education hand to hand, in living contract, is totally unknown by him. He "hears classes" to day with no more additional knowledge that he had when he was declared fit for the mighty task more than twenty years ago. Fit? How was he fitted? What gave him fitness? That he knew how to perform the ordinary problems in Arithmetic, could parse even in Pope's essay and bound the States, give the capitals, spell the words in the spelling books and many others? By no means! Those are not the claims a right minded man will make that he should be the moral and intellectual leader and adviser of one or one hundred young persons.

Let us see what spirit he is of. Does he really believe in education? It would seem so. But actions speak louder than all his fine professions. Look into his library. He has a few volumes, perhaps a good many. We are not speaking of general literature, but of education. How much has he invested in education. Look over his shelves and see. Is it possible! Not a cent! Not a volume—unless it be the last year's reports, which cost him nothing.

"Alas! poor Yorick, w. knew him well."

What is he investing now? Does he read an educational journal. Does he attend any educational associations? Does he attempt to obtain the views of others? Does he attempt by writing and speaking to have some views of his own? Not at all. He has got a place; he believes in the money he gets, but he does not believe in education.

And if we should look at the fashionable lady who has yonder "young ladies school," we should very likely find it was just so there. Everything is in order. It is not elegant to eat much, or to be very much in earnest about any thing; these are maxims she teaches as well as those pertaining to polite literature.

Trustees, can with some show of reason say "why should we know about education? It is the business of the teacher." But what if the teacher does the same!

Here are very serious things to think over. Read the growing statistics with pride if you will, but reflect at the same time, that there is a vast number of educational atheists. PROBLEM, Are you, reader, one of them?

THE SCHOOL-ROOM.

The Regents, Examination Questions.

June 5, 1879.

ARITHMETIC.

1. In multiplication, which factor must be an abstract number, or used as such?
2. How many times is $\frac{1}{2}$ contained in 6,000.
3. The subtrahend being $14\frac{1}{2}$, the minuend $15\frac{3}{4}$, find the remainder.
4. How many square feet in a piece of land, 13 rods square?
5. If I buy stocks at 10% below par and sell at 10% premium, what % do I gain on my first investment?
6. Find the interest on \$5,500 for 1 yr. 6 mo. 9 da., at 6 per cent.
6. When it is noon on the prime meridian, where will it be 9 o'clock A. M.
7. What will 7,580 bricks cost, at \$3 50 per M.?
8. What is the difference between common and decimal fractions?
9. Divide fifteen thousandths by five ten-millionths.
10. Find the greatest common divisor of 153 and 187.
11. Find the least common multiple (or divisor) of the same number.
12. A cellar is to be dug 30 ft. long and 20 ft. wide: at what average depth will 50 cubic yards of earth have been removed?
13. A. B. and C. trade together. A puts in \$1,000 for 10 months, B \$800 for 12 months, C \$900 for 14 months. They gain \$1,200. What is the share of each?
13. What is the square root of a number?
14. Find the sum of the composite numbers below 47.
15. Name the 4th decimal order.
16. Change .03125 to a common fraction, in its lowest terms.
17. If $3\frac{1}{2}$ cords of wood cost 11.37 $\frac{1}{2}$, what will 12 $\frac{1}{2}$ cords cost? (Solve by Proportion.)
18. John Brown bought of James Ray, on May 20, 18 79 $2\frac{1}{2}$ yards of broadcloth, at \$3.50 a yard, 2 pairs gloves at \$1.87 $\frac{1}{2}$ a pair, 19 yards silk, at \$1.75 a yard, and 33 yards sheeting, at 9 cents a yard. Make a bill in proper form and receipt it, as clerk.
19. How many rods of fence will be required to inclose a square field containing 90 acres?
20. What will be the cost of 4 lb. 5 oz. 6 pwt. of gold dust, at 75 cts. per pwt.?
21. Give the rule for extraction of square root.
22. Give the table of linear (or long) measure.
23. A coal dealer bought 300 long tons of coal at \$3.75 a ton, and sold it at \$4.60 per short ton. What was the total profit?
24. What was the rate per cent. of profit in the same transaction (Q. 23)?

GEOGRAPHY.

1. Which ocean has the least coast line?
2. Give the length and breadth of the torrid zone, in degrees.
3. What is the season of the year at the Cape of Good Hope, in July?
4. What noted group of islands in the line of commerce between North America and China?
5. Which ocean receives the greatest amount of drainage from North and South America?
6. Which two meridians bound the eastern and western hemispheres?
7. What river separates Oregon from Washington Territory? 32. Texas from Mexico?
8. Into about how many States of the size of New York could Texas be divided?
8. What parallel form parts of the northern boundary of Minnesota?
10. In which State are the richest mines of copper? In which, of coal?
11. What is the U. S. form of government?
12. Of what three departments does it consist?
13. Through what do vessels pass from Lake Ontario to Lake Erie?
14. What rivers drain the lakes of Central New York?
15. Mention the three largest of these lakes.
16. Each of two islands of New York is a county (under another name): give the island name and the county name of each.
17. Which is the largest island in New York, and into what counties is it divided?
18. Bound three countries of South America?

19. What city of France is the seaport of Paris?
20. What mountain chain traverses Italy?
21. What sea between Italy and Turkey?
22. Mention four great seas on the west of Asia.
23. What river empties into the Dead Sea?
24. What is the capital of the Turkish Empire?
25. Of China? 52. Of Brazil? 53. Of Ecuador?
26. What large island south of Hindostan?
27. What tropic crosses Hindostan and China?
28. What is the most noted product of China?
29. Mention the four principal bodies of water on the coast of Africa; and 58-59, two islands in S. latitude, one east and one west of Africa?
30. How is the fertility of Egypt annually renewed?
- 31-2. In what zones is Africa?

GRAMMAR.

- Sentences.—1. Murmur not, O man! at the shortness of time, if thou hast more than is well employed.
2. Has not human life often been carelessly spent in doing either nothing at all, or nothing that ought to have been done?
 3. We sometimes complain because our days are so few, and yet act as if there would be no end of them.
 4. Of the above sentences, 1, 2, 3, which one is declarative, and of what kind is each of the other two (on the same principle of classification)?
 5. Which words of sentence 1 have no syntax (i. e., no grammatical relation to other words)?
 6. Write and parse the first verb of sentence 1.
 - 6-7. In parsing a verb, state whether it is active or passive (if active) transitive or intransitive, and regular or irregular, gives its principal parts, including the present participle; its modifications (mood, tense, person, and number); and its syntax.
 - 6-7. Write and parse the first verb of sentence 2.
 - 8-11. Write and parse the last verb of sentence 2.
 - 12-13. Write the last verb of sentence 3, and give its mood and tense, and the word with which it agrees as its subject.
 - 14-15. Write "Thou hast more than is well employed," with the words understood required in parsing and supplied in their proper places in the sentence.
 16. In what respect does *ought* differ from all the other verbs of sentences 1, 2, 3?
 - 17-18. Give the syntax of *in*, *doing*, and *nothing*, sentence 2.
 - 19-21. What auxiliary word shows the moods, what one the tense, and what one the voice (or forms) of the last verb in sentence 2?
 - 22-24. Parse *at*, sentence 1; *that*, sentence 2; *them*, sentence 3.

SPELLING.

1 Adam, 2 pencil, 3 cheap, 4 lake, 5 bloom, 6 indulge 7 damp, 8 Rochester, 9 fraction, 10 act, 11 harmony, 12 loom, 13 Capricorn 14 match, 15 Boston, 16 institute, 17 establish, 18 notion, 19 garment, 20 apprentice, 21 idleness, 22 potato, 23 Chautauqua, 24 judicial, 25 blank, 26 opponent, 27 decision, 28 misery, 29 geology, 30 Africa, 31 husband, 32 testament, 33 Christian, 34 keep, 35 can, 36 pillar, 37 deck, 38 straight (not crooked), 39 green, 40 alone, 41 restraint, 42 merciful, 43 chemist, 44 justification, 45 bind, 46 philosopher, 47 diagram, 48 vision, 49 fright, 50 abbreviation, 51 Ireland, 52 male, masculine, 53 class, 54 labor, 55 back, 56 imperfect, 57 elsewhere, 58 negative, 59 gain, 60 arm, 61 hoof, 62 uncommon, 63 Chenango, 64 leisure, 65 canal, 66 reflect, 67 extend, 68 tuition, 69 grove, 70 access, 71 Hamilton, 72 nation, 73 condemn, 74 kill, 75 basis, 76 joke, 77 defraud, 78 welcome, 79 frigid, 80 administration, 81 heat, 82 profit, 83 caravan, 84 mail post, 85 balm, 86 Steuben, 87 deacon, 88 strait (narrow pass), 89 gipsy, 90 abode, 91 hatch, 92 passive, 93 certain, 94 Jefferson, 95 bay, 96 invention, 97 dispute, 98 muscle, 99 friend, 100 Asia.

Effects of School Life Upon the Sight.

(From "Eyesight and how to care for it," published by Lindsay and Blakeston, Philadelphia.)

The increased demand that the exigencies or the fashion of the times make upon the eyes as well as upon the brains of children and the increased numbers that are yearly brought within the influence of school-life by the compulsory laws of governments or of public opinion should be accompanied by a corresponding increase in the use of all the alleviations and precautions that science and humanity can suggest. School-life is essentially an unnatural one; school-training is necessarily an artificial process, and unless it is conducted under rational and

favorable conditions, universal education can never be an unmixed blessing.

The case of children with long-sight is particularly liable to be misunderstood, because their stronger power of accommodation enables them to make a degree of this defect that would manifest itself in after-life by an absolute inability to read, or even by dimness of distant vision. Such a child may be said to be weighted "in the race with his classmates." He seeks a bright light to get the sharpest possible image of the print, and suffers most in the latter part of the day, when the light grows dim, and he is more or less fatigued.

The most frequent of the injurious effects that follow tension of the eyes prolonged unduly or under unfavorable circumstances, as short-sight. It has been positively established by careful and extensive statistics that short-sight is most frequently, if not almost exclusively developed during school-life; this is due to a great extent, to preventable causes that are too often overlooked by parents and teachers.

The dangers to be avoided are: A too prolonged tension of the eyes, concentration of the sight upon objects too near, and straining of the external muscles of the eyeball by a position of the book or paper unfavorable to their free and natural movement. The book or paper should never be closer to the eyes than ten or twelve inches. The cause that most frequently necessitates a too near approach of the book is a defect in the amount or direction of the light. Dr. Cohn states that "the narrower the street in which the school is built, the higher the opposite buildings, and the lower the story occupied by the class, the greater was the number of near-sighted children;" he also found that, while in the village schools the proportion of near sighted pupils was only 1, in a hundred, in the city school it was 11.4 per cent.

Dr. Cohn maintains that a school-room cannot have too much light, and recommends the very large proportion of a square foot of window glass for every square foot of floor, and that less than about half this proportion should never in any case be allowed. The direction of light is scarcely less important than the amount, and the most injurious direction for light to come from is that directly in front. There is rarely any excuse for this mistake, as it is nearly always possible to place the desks or seats in such a position as to avoid it. The room should be oblong and, be lighted by high windows in one of the long sides, and the rows of desks should be parallel to the short sides, and should face so that the light may come from the left. A large, square room, with windows on two or more sides can never be properly lighted. In some Austrian and Swiss schools the plan has been adopted of fixing shades at the bottom of the windows, so that they may be unrolled upwards instead of downwards.

According to Liebrich, the most common and important defects in school furniture are the following. 1. Want of, or un-suitable backs. 2. Too great a distance between the seats and the desks. 3. Disproportion generally too great a distance between the height of the seats and that of the desk. 4. Wrong form and slope of the desk.

Analysis and Teaching.

Analysis is the methodical and complete resolution of any object of thought, into its constituent parts or elements. It will therefore be seen that analysis bears a vital relation to the discovery of truth. Everywhere throughout the world of matter or of mind, truth first appears in manifold organic combinations. Everywhere, too, it presents first its surface manifestations. Science is defined as "classified knowledge." To the very existence of science analysis must be a sheer necessity. Whatever has been discovered by analysis, as fact or truth, must be clearly discriminated from whatever else as similar to it or related, might be confounded with it. That is to say, there must be the proper defining of things, so that we may for each have a fixed rule by which it may be measured or readily determined. Without this no law of arrangement or classification is impossible. This very defining is the work of analysis; for it is only as analysis, like the chisel of the statuary, cuts away to the last grain the extraneous matter, that the idea of the discovered or discovered fact or thing stands out, like the statute, in clear, well-defined and immutable form. Analysis, then, in giving truth, in defined shape, stand in the order of cause and effect, antecedence and sequence, affinity or juxtaposition. They must be methodically arranged to constitute same according to well defined

similarity in either nature or relations. This we term *classification*. But this is not possible without analysis. That is to say, the exact and complete truth is assured only through analysis. Analysis is the only avenue to the ultimate and complete truth, so that analytical exercise is imperative. Again the practice of analysis holds a vital relation to the development of the mind and observant power.

Beyond observation, the proper culture of mind involves acuteness in drawing distinctions; in other words, accuracy in defining things to itself. To the lack of this power, or the failure to exercise it properly, is due the vague and ineffective knowledge which men possess, and the thousand errors which mislead them and involve them in conflicts of opinion. In a practical way it follows that true culture or development of mind demands the attainment of *logical power*, or power of just reasoning. Develop the acquisitive powers, and you make the furnished intellect, the scholar; but perfect the logical powers, and you produce the creative mind, the thinker. But you cannot think without the practice of searching and rigorous analysis. In short, there can be no clear and sound reasoning of any kind without rigorous analysis. Analysis is thus the practical parent of all demonstrative power.

The overlooking of the distinction between learning and knowing, occasions the current dispute among teachers as to the comparative merits in recitation, of exact reproduction from the memory or a free statement from the individual apprehension of the learner. The truth is, that is not a true art of teaching which contents itself with either as sufficient to a competent and proper knowledge. There must be the exact memorizing of those leading truths which are essential to a classified scheme, else there is in the pupil's mind no material for his analysis. There must also be the careful analysis by the pupil of the truths thus simply learned, and those deduced for them, else nothing of these becomes in any proper sense his knowledge. No book gives proper instruction which does not present a new and earnest attempt at a better analysis. A true book for the purposes of instruction must be crystalline and not conglomerate. This is, instead of being a mere mass of selected fragments of truth, taken in their pre-existent forms, and merely agglutinated by the force of acquisitive labor, it should present a reorganized body of truth everywhere penetrated and fashioned by the force of individual thought. Unless it be such, it is, as the general law, no true advance upon what has gone before it, and no certain contribution to the stock of instructive material.

True teaching requires that the teacher should not only know what he attempts to teach, but he should know it as science. The distinct elements of his knowledge should be, not merely in mind as parts of his own thinking, but as parts of a systematized whole,—as parts of a classified knowledge. It is really in the light of this latter fact that there becomes apparent the superiority of that teaching which, disenthralled from the mere slavery of working with the text-book between the thumb and fingers, stands forth independently, and instructs from the systematized thought within. It is not superior merely because it is more free, but because, being thus free, it can hardly help taking upon itself, in both thought and its presentation, a living individuality, freshness and force. It brings the teacher into contact with the pupil, as an informed and vitalizing mind, and not merely as a stagnant mental conduit, through which heavily works its way, the flow of some other mind.

The teacher must possess that skill which analysis only can create. In other words, the teacher must be a *thinker*—a clear, self-poised, analytical thinker, and a mere dogmatist, formalist or synthesist. Only as a thinker is he to be approved and held to be worthy of his position. The true nature of a just normal training, and the proper province and aim of normal schools, is to develop this power of analysis or thought. Acquired methods, without individual analysis or thought, are without substance; they give superficial learning without substantial power. As to that readiness of presentation which specific training in these methods may induce, while in itself well enough, if it does not go back of the methods themselves and root itself deeply in that individual analysis of thought; it is mere blind skill, mere unintelligent parrot-like facility, both unreliable and unworthy.

If there is one place where we ought to induce people to make their profession a life business, it is in the teaching of schools.—BRECHER.

School Discipline.

As a large number of teachers in public schools are too young to have much experience in the effects of the various methods necessary to govern pupils differing so widely in disposition and nervous temperament, it must be confessed that the expediency of administering corporal punishment by them is doubtful. The experiment commenced in Chicago, a year or two ago, may be suggestive.

The *Christian Weekly* says:—"The teachers went to work upon a new platform with 30,000 children on their hands, and with nothing in the shape of a weapon of defence except the simple power of writing a note of suspension and sending an ungovernable child to the superintendent. The total number of suspensions for the entire year was 711, against 217 for the preceding year, when suspensions were supplemented with corporeal punishment. In September, the first month of the year, there were 25; October, 90; November, 82; December, 50; January, 80; February, 90; March, 80; while in May and June, the last months of the year, the monthly suspensions fell to 35, and finally to 20, only 5 out of 65 per cent., be it said—a smaller number than for the antecedent year, when corporeal punishment was in vogue. The battle was fought and won during the winter months by the teachers, the superintendent and the patrons of the school combined. To meet the cases of those who, when restored, continue to misbehave and incur further suspension—the superintendent proposes the establishment of a central ungraded school, in the nature of a reform school. The superintendent's judgment is that the schools exhibit a considerably more rapid advance during the past than any preceding year."

EDUCATIONAL MISCELLANY.

The School and Kindergarten Should Have Different Methods.

"What a Kindergarten is to show," says Karl Froebel, "are happy, healthy, good-natured children; no proficiency in learning of any kind, no precocity; but just children in their normal state." The Kindergarten rejects reading, writing, reckoning, spelling. But it teaches the little children to do things much more clever than those useful accomplishments. In it children under six, build, plait, fold, model, sing, act, in short, they learn in play to work, to construct, to invent, to relate, and speak correctly, and—what is the best of all—to love each other, to be kind to each other, to help each other. One more thing I must mention which children do learn in the Kindergarten, and which comprises all their other infantine accomplishments—"they learn to play together"—an accomplishment of the greatest moral importance to children of all ages.—Play is the normal occupation of children. Play is work without a practical object, work with the instinctive purpose of bringing into action the innate powers of the mind. It is so natural, that we find it in young animals. In children, however, it takes at once an intellectual turn under the guidance of the parents, and is the best preparation for, or rather the beginning of, mental culture. So all the positive result that can be expected from the Kindergarten is play. But the Kindergarten has not only to supply the proper materials and opportunities for the innate mental powers which, like leaves and blossoms in the bud, press forward and impel the children to activity with so much the more energy, they better they are supplied. It has also to preserve children from the harm of civilization which furnishes poison as well as food, temptations as well as salvation; and children must be kept from this trial, till their mental powers have grown equal to its dangers. Much of the invisible success of the Kindergarten, therefore, is negative, and consists in preventing harm. Its positive success, again, is so simple, that it cannot be expected to attract more notice than, for instance, fresh air, pure water, or the merit of a physician who keeps a family in good health. What renders children so happy in the Kindergarten? That they learn to play, the only thing they care for after having satisfying their animal wants. What will render pupils as happy in the primary school? That they learn to learn, the next thing that children care for, after they have learned to play. This latter should be the result of the Kindergarten time, it should be found existing therefore in children at their seventh year. If childish play has been neglected, an undue wish for play will be brought into the class-room, and confusion and perversion begin, but not education. Of course, school chil-

dren must besides learning, play and work also, but not the whole day. They must learn now, and they desire to learn. So there must be a proper time for learning and for playing.

Children's Rights.

The *Boston Christian Register* says:—"We are constantly lamenting the pressure which this earlier age of progress forces upon the men and women who are doing the work of the world; but we are adding greatly, and without necessity, to the seeming weight of the burden of life by bringing up a race of boys and girls who will have expended much of their surplus store of vital force before the real work of life begins."

The process which goes on during the years when the child is growing should be all the more sacredly guarded because they are not intended to produce results, but means. The growing child is supplied with ample resources for daily needs and more. He has a daily surplus which he may spend in excitement, overwork and loss of sleep, without much loss. But that surplus is intended, not to be expended, but to be invested in new blood and bone, in brain, and nerve, and muscle, which, properly made and properly trained, will stand for a life-time, the wear and tear of the hardest work. Certainly, for the first twenty years of life, it is a misfortune if there be any work on hand more pressing than these great undertakings. No child is born with his endowment decided upon, and his outfit manufactured for him. These he must make for himself. He creates as he goes along the engines which are to supply him with energy and power of endurance. The most important of all his achievements, during the tender years of youth, is the putting up of a machine for the production of nervous force, and another which will nourish the body, while the force is being expended and directed to the accomplishment of great tasks.

The child who expects his energy as he goes along, in work or pleasure which robs him of sleep, arrives at maturity jaded already, or, it apparently strong, with no "saying power," with no rush of exuberant and joyous energies clamoring for work, and abundant enough for any emergency.

The home, the school, and the church are guilty of crowding the little ones into the excitements of mental contests, public exhibitions, and pleasures, which would be exhausting even to mature mind and bodies.

There is one form of cruelty, practiced especially by churches and charitable societies, which ought to be quickly abolished, viz., the custom of exciting the sympathies of the public by the exhibition of little children at unseasonable hours and in public places. Nothing so surely touches the heart, as an exhibition of little ones whose innocence and beauty testify to the sweetness which hides itself in human life. But to use that innocence and beauty as a bait to trap a charity, especially when the children are themselves orphaned and unfortunate, is both a breach of good taste and a cruelty.

Adults are saved from the evils of public display if they have public work to do; but men and women dressed and arranged for display for their looks cannot retain their simplicity. The orator or singer who is displaying himself and not his function, soon becomes contemptible. Children soon learn for what purpose they are put on exhibition, and one hour in a false position may spoil simplicity or engender bitterness of spirit, and thus obstruct the moral progress of a whole life.

If we would have great thinkers, strong workers, sane men and sound women; if we would have strength, purity and peace among the fathers and mothers to come, let us not forget that for little children, the most important "tasks" are to be rosy and plump, sleepy at nightfall and hungry in the morning; and that for boys and girls of larger growth, no pursuits can possibly be so profitable as those which call them to the happy and careless exertion of their powers; that even to young men and women, not yet well-grown and well compacted, the growth and perfection of the organs with which they are to work, furnish tasks vastly more important to the world than any products of their brains or work of their hands.

Hardship, misfortune and poverty may throw duties and labors upon them prematurely, but such labors and duties should be regarded as misfortunes to them and to society. But boys and girls may become prodigies of devotion, and show brilliant results of their unnatural exertion; but nature exacts her penalties from the young man who spends his youth in pious duties, not less than from him who wastes himself by dissipation. Starr King did a man's

work at seventeen, but laid down the work of manhood at forty.

The home, the church, the school will do their work best by inciting the children to avoid publicity, to love the seclusion of happy homes, and in systematic but unforced study, in spontaneous and childlike play, to give them opportunity to grow under the motherly guidance of the nature which God has appointed to be the guardian of the little ones.

Buddha's First Sermon.

The Buddha's First Sermon is especially worthy of attention from the fact that it presents to us in a few short and pithy sentences the very essence of that remarkable system which has had so profound an influence on the religious history of so large a portion of the human race. And it is the more noteworthy since the scheme of salvation which it propounds, and Kingdom of Righteousness of which it is called the Foundation, are supported by none of those conceptions which underlie the teachings of other religious founders, are entirely independent of the belief in a soul, of the belief in God, and of the belief in a future life.

The First Sermon occupies among the Buddhists a position similar to that held among the Christians by the Sermon on the Mount, and the day on which it was delivered is as sacred in the Buddhist Church as the Day of Pentecost in most of the Churches of Christendom. On the question of future life, opinion had reached in India, in the fifth century before Christ, a similar stage to that we have now reached here in the West. The affirmative doctrine had had a similar history, and was, in some form or other, universally held by all except a few of the most advanced materialists. It was then that there arose the mightiest thinker India has produced, and one of the greatest and most original thinkers on moral and religious questions whom the world has yet seen, and he propounded a scheme of salvation without any of the rites, any of the ceremonies, any of the charms, any of the various creeds, any of the priestly powers, without even any of the gods in whom men so love to trust. This, at least, is a service which may explain, if it cannot justify, the blind idolatry with which he was subsequently regarded, and by which his teachings were overshadowed and destroyed.

"There are two extremes," said the Buddha, "which the man who has devoted himself to the higher life ought not to follow—the habitual practice, on the one hand, of those things whose attraction depends upon the passions, and especially of sensuality (a low and Pagan way of seeking gratification, unworthy, unprofitable, and fit only for the worldly-minded); and the habitual practice on the other hand, of asceticism [or self mortification], which is not only painful, but as unworthy and unprofitable as the other. "But the Buddha has discovered a Middle Path, which avoids these two extremities, a path which opens the eyes, and bestows understanding, which leads to peace of mind, to the higher wisdom, to full enlightenment—in a word Nirvana. And this path is the Noble Eightfold Path of right views, high aims, kindly speech, upright conduct, a harmless livelihood, perseverance in well-doing, intellectual activity, and earnest thought."

"Birth," said the teacher, "is attended with pain; and so are decay and disease and death. Union with the unpleasant is painful, and separation from the pleasant; and any craving that is unsatisfied is a condition of sorrow. Now, all this amounts, in short, to this, that wherever there are the conditions of individuality, there are the conditions of sorrow. This is the first truth, the truth about sorrow. "The cause of sorrow is the thirst or craving which causes the renewal of individual existence, is accompanied by evil, and is ever seeking satisfaction, now here, now there—that is to say, the craving either for sensual gratifications, or for continued existence, or for the cessation of existence. That is the noble truth concerning the origin of sorrow. "Deliverance from sorrow is the complete destruction, the laying aside, the getting rid of, the being free from, the harboring no longer of, this passionate craving. This is the noble truth concerning the destruction of sorrow. "The path which leads to the destruction of sorrow is this Noble Eightfold Path alone—that is to say, right views, high aims, kindly speech, upright conduct, a harmless livelihood, perseverance in well-doing, intellectual activity, and earnest thought. This is the noble truth of the Path which leads to the destruction of sorrow. Then follows a few words of personal explanation,

but here the real sermon was, in fact, ended; so that it had at least a merit often accounted great in sermons—that of brevity.

But to return now from this theological digression to our sermon. Without attempting to estimate its value a permanent solution of the questions with which this paper opened, it may fairly be contended that it marked a great advance on the system of salvation supported by its principal opponents in India, and that some of its most essential doctrines are not without their value even now. But its chief value, after all, is historical. It shows us that in India, as elsewhere, after the brief in many gods had given rise to the brief in one, there arose a school to whom theological questions had lost their interest, and who sought for a new solution of the questions to which theology had given inconsistent answers in a new system in which man was to work out his own salvation. In this respect the resemblance, which Mr. Frederick Pollock has pointed out, between Nirvana and the teaching of the Stoics, has a peculiar interest; and their place in the progress of thought may help us to understand how it is that there is so much in common between the agnostic philosopher of India, and some of the newest schools in France, in Germany, and among ourselves.—*Fortnightly Review*.

EDUCATIONAL NOTES.

NEW YORK CITY.

G. S. 23.—Girls' Department.—The first class visited, that of Miss E. E. McDermott, were working examples in fractions, and the ease and rapidity with which they seemed to accomplish their work would seem to indicate that they were "masters of the situation." In Miss Phillips' room we listened to exercises in music and reading. These were sixth grade pupils, but the way in which they read convinced us that they knew what they were doing, and why they were doing it. In music they were not at all behind, but performed their work in an easy and natural method. Short visits were also paid to the classes of Misses Wagner, Riley and M. J. McDermott. In these classes we heard respectively, reading, etymology and vocal music. The latter class sang for us the new tune, "Columbia." This is a somewhat difficult tune, and one well calculated to draw out the genius of a class in vocal music. After the rendition of this, Miss Gallagher requested one of the young ladies to write out a piece of music on the blackboard. This she readily did, after which it was sung by the whole class. It was with great pleasure that we had the opportunity of meeting here for the first time that great friend of the New York schools, Mr. Timothy Brennan. Mr. Brennan has for the past twenty-five years been such a faithful school officer, and has been such a regular visitor at many of the schools, that no praise which can be awarded is too great to show the just appreciation in which he is held by teachers and scholars.

The entertainment of the "Teachers' Protective Union"—"The Great Republic"—took place on Friday evening, January 25th, in Steinway Hall. Although the house was not full, a goodly number was in attendance. The entertainment was a good one, and would have been a complete success but for an accident to the curtains, by which, in the middle of the performance, they fell to the floor, and could not thereafter be drawn, it being impossible to again suspend them in their proper places. This somewhat marred the latter part of the exercises. The young ladies and young gentlemen who took part did themselves much credit by the manner in which they acquitted themselves throughout. At the close of the performance several bouquets and baskets of flowers were presented to those who took a prominent part. The Goddess of Liberty received a very handsome bouquet in the form of a large cross, with pedestal, from a popular florist on the Bowery. We understand that Mr. Hager has been requested to repeat this excellent entertainment, and for the same object as the preceding one.

We understand that the following circular letter will shortly be issued to the Teachers of the city by the Teacher's Protective Union. The earnest attention of all teachers is called to the following clauses in the Constitution and proposed amendments thereto:

1. The object of the Union shall be to assist each other by friendly advice and influence.
2. To aid members who become incapacitated by sickness or misfortune.
3. To provide a fund to be paid to the assign of a deceased member.

1. To establish and maintain a sinking fund for the aid of sick and destitute teachers, and for the aid and support of superannuated teachers.

5. To influence public sentiment, the Board of Education and the Legislature, so that laws shall be enacted for the pensioning of superannuated teachers after twenty-five years of faithful service.

Any teacher employed by the Board of Education shall be eligible to membership, and admitted on a three-fourths vote at any meeting, on paying a fee of one dollar and an assessment of one dollar.

On the decease of any member, each member shall be assessed one dollar, and an amount equal to this sum, multiplied by the number of members, shall immediately be paid to the assign of the deceased member.

Any member may claim relief on the ground of sickness or disability to labor, or for any other reasonable cause. The executive committee shall have power to grant temporary relief, but no annuity shall be granted except on a three-fourths vote at a regular meeting. Teachers, unite. "God and good men help those who help themselves." Application for membership may be made to any one of the members.

ELSEWHERE.

NEW YORK STATE.—New School House at Suffern.—The evening of Jan. 19 was devoted to a dedicatory entertainment in the new building. Mr. Bush, the principal, made a short but pointed address. He compared the new building with the old one, in which he had taught for nine years, and said it filled his heart with joy to see such a large audience present, and to feel that all were in sympathy with the cause of education; that the cause of freedom was based on education, and without it there was no safety. He said he had promised the children that they should dedicate the new building when completed, and that was their purpose on this occasion. Then began a long and enjoyable programme; at the close a fine essay was read by Fredk. Whittier, and the dedicatory address by Alice Green. The diplomas were then presented to eight ladies and gentlemen, who had completed the course of study. A beautiful book was presented to Miss Ray, who had aided them in preparing music; and to Miss Lillie Stranton and Eddie Rafferty for best attendance; after which Rev. George A. Ford delivered a timely address to the graduates. Rev. Mr. Wambough, a foreign minister of Suffern, was present and made a brief address, after which a pleasing incident occurred. A boy stepped upon the platform and presented to Mr. Bush, in behalf of friends, a substantial easy chair as a token of esteem. The worthy Principal was completely surprised, but responded gracefully though briefly. We congratulate the Suffern people on having Mr. A. S. Bush as Principal. He possesses all the requisite qualifications of a gentleman as well as of an instructor, and we feel assured that all the scholars who are educated in his school will carry with them through their entire lives a kind remembrance of his valuable services. His assistants in the district, Misses Lizzie Whittier and Maggie Ray, are also laboring with a love for their profession, and their efforts will certainly be productive of good results.—The new school house is most eligibly located, on high ground, and is of a pretty and tasteful design, and the arrangement of its interior is faultless. The main room is fifty-two by twenty-six feet, and the room in the wing thirty-two by twenty-four feet, affording ample accommodations for 120 scholars. There is plenty of light and ventilation—two very important things to be considered—and an air of cheerfulness that is highly desirable. The land upon which the new building stands was donated by Mr. George W. Suffern. The architect and builder was Mr. Henry Rehling, and the building committee, Messrs. Snow, Baker, and Zabriskie, deserve praise for their efficient services.

Dr. S. B. Woodworth, the honored and venerable secretary of the Board of Regents of this State, has resigned his position, and Dr. David Murray has been elected as his successor. Dr. Woodworth has performed an educational work hardly equaled by any one now living. His long labors as principal of Homer Academy, gave him a great reputation at a time when the State boasted many teachers of fame. The citizens of Homer had a just pride in their school in those days; the town was a great literary center. A peculiar feature appeared in the principal of this academy; instead of being sour, cross, or even distant, he had always a smile for the scholars; it was the overflowing of kind, genial, human heart, the pupils felt that Mr. Woodworth loved them, and hence to go to Homer Academy was like going to the house of some well-known friend.

who would give them a warm welcome. So that Homer Academy grew and prospered as never before nor since. About 1853, Mr. Woodworth took the principalship of the Normal School at Albany, and it was a selection that showed good judgment on the part of the committee who had the matter in charge. The position was a difficult one to fill; the enemies of the school predicted its downfall; but Mr. Woodworth brought with him his hopefulness and good sense, and also hundreds of friends who thoroughly believed in him implicitly. From this moment the hostility of the academies to the Normal School ceased; they had waged a relentless warfare, for they saw afar off that the improvement of the public schools would, in time, make them useless. Mr. Woodworth administered the interests of the Normal School in a perfectly satisfactory manner for sixteen years, and was chosen as Secretary of the Board of Regents. This very honorable office he has filled for nearly twenty-five years, and now retires to enjoy the rest he needs. He has constantly sought to advance education; he has never known what it is to be jealous of the success of others; ever ready to advise and assist others; he retires with the esteem and affection of all who know him. His successor, Dr. Murray, will prove a worthy successor, and is probably the best man to be found for the place.

JERSEY CITY.—The teachers, having had their salaries reduced in a grievous manner on account of the city debts, send forth a business-like statement, showing a constant decrease in the appropriation for school purposes; also a large increase in the number of pupils in attendance; the reduction in the cost of instruction per pupil being thirty-seven per cent. The reduction in the average salary of teachers has been about thirty four per cent. Brooklyn pays over sixty per cent and New York over one hundred per cent more than Jersey City, for similar service in schools of the same grade and size, with living expenses but little if any higher than in Jersey City. Of the 105 cities named in the last report of the United States Commissioner of Education, 177 pay more than Jersey City is now paying for supervision and instruction per pupil, while that city is the fourteenth city in population in the United States. This city receives \$24,000 from the State; ought not the State to demand a more liberal use of it. The reduction of salaries has compelled many of the best teachers to resign and seek occupation elsewhere. While the wages of the laborers have justly been increased twenty per cent during the past year, the salaries of the teachers have during the same time been reduced an average of seventeen per cent. \$2.94 of the \$28 tax on the \$1,000 levied in this city the present year is appropriated for school purposes. They complain that it is unjust to oblige the teachers and other employees of the city to pay so large a proportion of the interest on a debt contracted wholly for the benefit of real estate. That their salaries have been reduced to a point below their living expenses. That the inevitable result of this great reduction of salaries will be disastrous, for it is as true in teaching as in other things that small pay will produce inferior service.

Noted Educational Institutions.

COOPER INSTITUTE.

The conclusion of the nineteenth academical year of the Cooper Union finds every department of its usefulness undiminished; its free classes in Art and Science overflowing in numbers; its teachers and officers unflinching in their zeal and fruitful in their success to promote the interests of the Institution. The faithful work of these years in diffusing practical knowledge in Art and Science, in instructing yearly over three thousand young men and women how to earn an independent living by the skill and knowledge acquired within its walls; the open hospitality of its free reading-room, and free Lectures, where thousands daily assemble, have made the work of the Cooper Union familiar to every intelligent man and woman in this country.

It aims to educate the industrial classes into intelligent skill, as a necessary antecedent to their prosperity and happiness. The theory of the Cooper Union may be said to go further than this. It regards some form of productive and skillful labor as adapted to all capacities, ranks and conditions of men and women; not only as a resource against sudden destitution, or the accidents of fortune, but as promoting individual independence, happiness and true endeavor, worthy of the most gifted intellect and natural endowments. Accordingly, this Institution offers its advantages to the rich as well as the poor, to those inde-

pendent of paid employment as to those who are so dependent. The Cooper Union cannot be regarded merely as an eleemosynary institution, but as illustrating a great idea—the union of Art and Science with each other, and with practical life—the union of productive labor with the refinements, the training and education that make human life worthy and happy.

It is not what the schools and colleges of our land call "ignorance," that threatens the perpetuity of good government or the order of society; but it is the general misery and pauperism that stands ready for every vice and disorder. A nation educated to skillful work, will also think, feel and act for truth and justice; but a mere scholastic and scientific education may advance us in knowledge, but will not lift us above the reach of abject poverty. Schools of knowledge will not save this nation from anarchy, but schools of industry.

"What are we to do," says Prof. S. P. Ruggles, "with the army of youths graduating from the public schools? Are they to become tramps, or what?" Can arithmetic, geography and grammar save them from pauperism? Ignorance of all kinds is to be dispelled, according to opportunity and the call of our duties; but what kind of ignorance ought to be the first to dispel, and what is the most obvious duty of a man to know? It is to know how to get an independent living. First learn that, and all other learning may be added. To be ignorant of geography, arithmetic and grammar may be a misfortune; but not to know how to earn a living is a curse. In the former trades, crafts and industrial occupations, now past and gone, a boy or girl could be turned to account at once as an apprentice; but how are we to apprentice a youth now to a steam-engine, a telegraph instrument, or a shoe-pegging and a shoe-cutting machine?

The actual work of the Cooper Union is not insignificant, and compares well with any educational institution in this country or in Europe. Since the property was transferred to them by Mr. Cooper, in 1857, at the cost of \$630,226, the Trustees have expended over \$732,000 in giving free instruction to the public. The past year's expenses have been \$44,965. This sum has been derived from the rents of the building, and from the income of a special endowment of \$150,000 made by Mr. Cooper for the support and increase of the free reading-room and library. With this expenditure the Trustees have maintained, during eight months of the year, a system of day and evening schools in which 3,355 pupils have been taught the rudiments of science and art. The free reading-room has been kept open every day from 8 A. M. to 10 P. M., with a daily attendance averaging, at times, over 3,000, in winter. Besides this, free lectures have been given in Natural Philosophy, Chemistry, English Literature, Rhetoric and Elocution, by the respective Professors of these subjects; each Professor lecturing two or three times a week, in the smaller lecture rooms of the Institution. In the large hall of the Cooper Union, every Saturday evening, during the entire winter, great audiences have been drawn to hear popular lectures on scientific subjects. Men of reputation, and accomplished in their respective subjects, have been the lecturers chosen to instruct and interest the public. All this has been given without the least charge to those who partake of the instruction, or any of the privileges of the Institution. It is questionable whether an equal sum of money could have been expended more economically or usefully in the interests of education and the diffusion of general knowledge.

THE EVENING SCHOOLS OF SCIENCE AND ART.

The number of pupils admitted to the different classes of these schools has amounted to 2,820. They are mostly from the various trades and occupations of the city. They are earnest young men who prefer to spend their evenings in study than in idleness and dissipation. None are admitted under the age of fifteen, or who are not acquainted with the rudiments of reading, writing and arithmetic, which are now taught in free evening schools under city authority. Females are admitted to the lectures and the scientific classes, but not to the art classes; but a special art school is provided for women in the day.

The art department of the evening schools, embraces instruction in all branches of drawing, free-hand drawing, architectural, mechanical and drawing from cast; also industrial drawing and design, and modeling in clay. Lectures and lessons are given in perspective. The design of all this instruction, as in the school of art for women, is practical and as bearing on some useful employment in which the art of design and drawing are the principal or accessory occupations. But if the pupil shows a talent for

high art, and has the leisure and means to pursue it, he or she is recommended to other schools in New York City, established for the special instruction of professional artists.

ENGLISH DEPARTMENT.

The department of instruction, embracing rhetoric and elocution, and the class for oratory and debate, has been crowded this year, showing an unusual demand for instruction of this kind in young men whose chief ambition is to qualify themselves for business and some skilled employment. The lectures and exercises in Elocution and rhetoric have been attended by about 150 ladies and gentlemen, this being the full accommodation of the lecture-room.

THE ART SCHOOL FOR WOMEN.

There has been a large excess of applications this year, greater than any before, for admittance to the art school. The number admitted has been 292, exclusive of the amateur class. More than six hundred applications have been reluctantly postponed for want of room. The school is divided into five departments—drawing, painting, photography, wood engraving and normal teaching. The drawing and painting school is conducted on a high plane of skill and taste, and has furnished many teachers in these departments. It is the purpose of the instruction in the art departments of the Cooper Union to unite the two instrumentalities in the productions of art—both designing and careful execution. Invention is specially promoted by the lectures on art which the pupils receive, and instruction in perspective drawing, and especially the lectures and instruction given to the normal class, for the preparation of teachers of drawing in private and public schools.

In the engraving department, the teacher gives out themes or subjects, for which the pupils are required to make the original designs. This is very important direction to give to study in this department, because original designs are much called for here, and are well remunerated.

THE SCHOOL OF TELEGRAPHY.

This school admitted thirty-five pupils last year. About a hundred more applied at the regular examination, and passed, but they could not be admitted to the class for want of room. The Western Union Telegraph Company has so far interested itself in this school as to nominate a teacher who trains the pupils in the thorough methods of that Company. They can thus draw competent operators for their offices from this school, and have provided a large proportion of the graduates of this school in times past with employment on their lines, although they are under no special obligation to provide a place for any.

THE FREE READING-ROOM AND LIBRARY.

The reading room of the Cooper Union, notwithstanding its large capacity, has been taxed to the uttermost during the past winter. The average daily attendance, for a part of the season, has been over 3,000. The readers chiefly devote their time to the newspapers and periodicals, of which there are 294 on file, both foreign and domestic. From five to six hundred books are drawn out daily for reading and consultation, which are not permitted to go from the library-room. The library contains also directories, maps, the weather charts of the signal service, daily sent, and the old and new series of patent office reports. These last are very useful for consultation, as they contain the specifications and drawings in full. Each volume has an index of inventors, and inventions. The new issue has reached 153 volumes, and is designed also to reach back to the first issues of the department. These reports have been consulted by 2,714 persons during the past year. This opportunity saves the expense of going or sending to Washington for the same purpose.

During the past year, since the former report, 644,494 persons have visited the reading room, of which 10,103 women. This gives a daily average of 2,146. The number of books called for during the same time 288,658, and the magazines 27,709. The library is steadily increasing, though not so fast as the demand upon it requires. It numbers at present about 14,150 volumes, mostly standard work in travels, history and general literature, and works of authority in Science and the Practical Arts. The library has sets of the Public Documents of the United States, of the State of New York, and practically of other States. The readers average about 46 persons to each book.

The Library and Reading-room is open on Sundays, from October to May, commencing at 12 M. and closing at 9 P. M. This experiment, inaugurated by the Trustees four years ago, has been an entire success. The number in attendance each half Sunday has averaged 2,000, which is greater in proportion than on week days. The decorum is unexceptional, and the religious newspapers are more largely read than on other days.

LETTERS.

To the Editor of the New York School Journal.

Through her schools, Quincy has introduced herself to us, and is to-day not only "the Mecca of school-ma'am's," but in a deeper and wider sense she is an intellectual magnet, attracting to herself the earnest thought of serious minds throughout our land.

Yet in spite of such a concentration of inquiring thought, it seems true that few conclusions are reached save such as may be termed superficial. A levelling of opera-glasses at the debutante, will never inform the public of her true character, her inner life with its aims and influences.

To know the heart that beats in the midst of Quincy Schools, one must patiently and perseveringly study their every day work, looking upon the work of a day as but a part of a grand whole which haply exists as yet, but in the far reaching thought of the mind that planned, and has from the first guided and directed the work.

Coming to Quincy a stranger, I have endeavored thus to study her Schools, and each day adds strength to the conviction that my time has been, and is profitably employed. Undeniably the Quincy Schools are claiming nothing—as Col. Parker has iterated and reiterated—by simply being, they challenge the attention of all who have labored in seriousness and with high motives, for the good of the youth of America, and it surely is becoming in us to search for the secret of a vitality which can so quietly and unostentatiously make itself thus felt. The fact that Quincy teaching is widely misapprehended, was forcibly impressed upon my mind while listening to an animated discussion of methods in teaching, in the rooms of the State Pedagogical Association, at its regular gathering in November last; and there seems a necessity for disabusing the public mind of the idea that the primary work in Quincy is better done than that in the Grammar Grades, so called. I mass the Grammar Grades as parallel in curriculum of subjects, to the four corresponding grades of the best graded schools of New York, and my judgment is that the work done in them is in no way inferior to the primary work. Nor does the work in the Grammar Grades more nearly resemble the corresponding work under the old methods, than does the primary work resemble that of the past.

Another great mistake, and one which is hard for most to avoid is the use of such expressions as "Quincy Methods," and the entertaining of the ideas expressed by such terms. As one of the teachers here has said, "It is as though people thought something new and startling had been discovered, and that by some curious process, readily transcribed and forwarded, wonderful results are produced." The truth is, the only "Quincy Method" I find, is a very successful method of "letting teachers alone." "What," said a lady to Mr. Parker, "do you mean to have me understand that your teachers absolutely teach as they choose?" "Exactly." "Why, that must be very nice and easy." "But, madam, they must accomplish certain results."

And it is true. Perfect freedom, as to ways and means, is allowed, but results must be attained. Begging the forbearance of the readers of the JOURNAL, I will endeavor in a future correspondence to give them an account of some of these ways and means as they have come under my observation, hoping thus to enable them more correctly to estimate the value of the work done here, and if I may, to set Quincy schools in a broader light before them. IVAN.

To the Editor of the New York School Journal;

I am greatly indebted to the INSTITUTE for many precious thoughts and hints, and have endeavored to put them in practice. We country teachers have many things to contend with; I walk a mile to school through mud or snow and then build the fire and sweep the room. The building is good, but the door opens out right out doors. I suffer a good deal for two hours from cold feet and so do the scholars. M. R. C., Wis.

(The building of the fire and the sweeping of the room are not the proper work of the teacher; when he is employed he should insist that this is to be done by the district; then have it done early; in his district school-work, the writer hired a boy who lived near to do these tasks. But one thing is certain, it is not the business of the teacher to do the janitor work. Let them everywhere politely but firmly decline to do it; and begin the first day. When you are employed ascertain who is to be

your janitor; insist on your rights. EDITOR.)

To the Editor of the New York School Journal:

I am a great admirer of your great papers and will be greatly pleased if you will give me a little advice. I am now twenty-one years old and this is my second term of teaching. I took it up as most young men do, and now I am in doubt. I find I do not know enough to teach a first class school—that is I feel I do not, though I have a first class certificate. I must go to college for some time to fit myself. I can see that plain enough. Besides I can also see that you are down on the "green hands" of which I am one. But I have no means to go to college and I get so small a salary that I never shall get enough. What would you advise me to do? W. W. B. Ohio

(First of all settle in your mind whether you will teach or not; "choose whom you will serve." Make up your mind once for all; don't do it in a hurry; think over your capabilities. If you decide upon teaching and being a first class teacher you probably can become one. Then tarry not a moment, but go to some Normal School or college and learn the business thoroughly. In Michigan there is a free University and there should be one here, but a good Normal School is what you want, where you will learn the science and art of teaching as well as being taught the elements of science, mathematics and of the Latin language. If you must run in debt for this do it; when you come out you can pay it up easily. Instead of \$18 a month you will get five times \$18. But one thing I want to say here that when you do become a first class teacher don't do as so many of the so called first class teachers do—settle down and "run a school." It is the ruin of the cause of education to-day that the first class teachers "don't want to know anything about education." EDITOR.)

To the Editor of the New York School Journal;

I am sorry to trouble you but your invitation is so kind that I will venture to ask a few questions. I have a district school and am up in the mountains of West Virginia, and things are pretty rough here. I have big boys and big girls and of course the former pay considerable attention to the latter. One of the parents told me he did not want his daughter to associate with a certain boy and that I must forbid his walking home from school with her. Now this I cannot do without keeping him for a half hour after the rest. And it does not seem right to do this for he behaves himself as well as the rest. G. R. S., West Va.

(If you keep any one keep the girl—she is the cause of the mischief. But my advice is to keep neither. It is not an affair of yours—the friendship of those two young people. If the parents don't like it let them contrive to stop it. You have but a limited authority over the children as they go home from school—some say none at all. It is your business to teach them in the school house and exercise a moral influence as wide as possible elsewhere; but the parents have duties also to do. EDITOR.)

To the Editor of the New York School Journal;

I find the INSTITUTE is a constant source of inspiration and light; but there are many things left unsaid; I suppose there is not room to say all that could be said. What I need most is some way to interest or employ 8 or 9 little children that make a part of the sixty who favor me with their presence. I can give them but little attention. As to a play-room there is none and the ground is all of the time damp, muddy or snowy. What would you advise? R. V. S., N. Y.

(If the first plan carefully grade your school; we have given directions for that heretofore. The usefulness and success of a teacher depends very much on doing this right. You cannot have more than four classes and in some way you must join classes until you come down to that number, your Primary classes will be the fifth class until it can read, then join it with the fourth. You can then reach it four times a day. But you can get some help from an elder pupil. Take a corner of the room and fix it up with a seat and send them there to be instructed. As to a play ground that is really a bad state of things; if you were to remain long enough I should counsel your paving a small place; but why not get a Trustee to put down a half dozen boards for a platform; it will rest them so to go out with coats on and breathe the fresh air. You should select as above stated one of the oldest girls to act as your assistant and then let her get them out and in without your interference. ERROR.)

To the Editor of the New York School Journal.

I am trying to wake up my scholars, and teach them something not found in their books; I can devote fifteen minutes a day in talking about some subject which will interest and instruct; but I do not know what to begin with, and come to you for help.—Very truly,

January 10th, 1880.

ANNIE G. M.

We are glad to hear from you, and know there is another wide-awake teacher. In the January SCHOLAR'S COMPANION, which we publish, are ten questions which the scholars will work over this month. They will aid you in your undertaking, and we subjoin them. For this feature alone the COMPANION is worth its subscription price (50 cents.) and many teachers use these questions in various ways. If you can get your pupils to keep note-books and entries each day some fact they have learned, and then review once a week or month. Let us hear how you succeed with your fifteen minutes' talk.

To the Editor of the New York School Journal;

I see by the January number of the INSTITUTE that you hint very strongly that it is only the cities (and not all of them in New York) that pay their teachers at the end of every month. I write to inform you that I have just lately closed a term of six years as director, and in all that time we never required a teacher to wait a single day for his or her wages, and the good results of this rule is plainly to be seen in the character and advancement of our schools.

I further state that all the townships and boroughs around us in this and adjoining counties follow the same rule with like results. Yours, truly, W.

Buffalo Tp., Butler Co., Pa.

(That is an excellent and righteous record.)

BOOK DEPARTMENT.

NEW BOOKS.

HOW TO LEARN SHORTHAND; by Arthur M. Baker. New York: S. R. Wells & Company. Price, 25 cents.

This manual is arranged specially for the use of those desirous of acquiring the art without the aid of a teacher; it is based on the best and most successful of the older stenographic system of writing, although there are two entirely new features.

THOUGHTS THAT BREATHE. From Dean Stanley. Boston: D. Lothrop & Company. Price, \$1.00.

This is a compilation by Miss E. E. Brown of extracts from the writings of the well-known English divine, Rev. Phillips Brooks writes an introduction, and warmly commends the idea embodied in this volume. The extracts are of all lengths, and fitted to fill "spare minutes" of any duration. The book forms an admirable initial number of Messrs. Lothrop & Co.'s new "Spare Minute" series.

YOUNG JOE AND OTHER BOYS; by J. T. Trowbridge. Boston: Lee & Shepard. Price, \$1.25.

We overlooked "Young Joe" in our notices of holiday books; but the book is good for any season or occasion. Fourteen stories, some of which have appeared in print in the magazines, have been gathered into the present volume, and make an acceptable book for boys who are, in general, pretty well acquainted with the author, and always glad to get hold of his stories.

MISTAKES IN TEACHING; by James L. Hughes. Toronto, Canada: W. J. Gage & Co. Price, 50 cents.

The author, who is an inspector of schools in Toronto, noted various mistakes in school management, methods and manners. It will help any teacher to read this book and find out his own mistakes, with a view towards correcting them.

UNITED STATES OFFICIAL GUIDE, revised and published monthly by authority of the Post Office Department. Boston: Houghton, Osgood & Co. Price, \$1.50 per year.

This volume contains an alphabetical list of all the post offices in the United States, with county and State, money order offices, rates of postage, and a great variety of valuable information concerning the post office. It will be found an indispensable one to the business man, and, in fact, to every one who has occasion to write a letter. The regulations, rulings and data of postage are clearly stated.

MAGAZINES.

Mr. Oliver Holmes says of the new management and monthly series of the *International Review*: "I am very glad to find that my friends, Mr. Morse and Mr. Lodge, have undertaken the management. Knowing the high character, the great ability, the enthusiasm and diligence, as well as the thorough training of these gentlemen, each

eminent among his contemporaries, I expect to see the periodical acquire a commanding position, as a literary authority, under their direction. I am confident that it is doing so; and I look forward to its growth as a power in the intellectual movement of the time."

The February *Atlantic* has a valuable supplement which gives a complete account of the Holmes' Breakfast, with the speeches, poems and letters given. Goldwin Smith writes about "Pessimism;" Mr. R. G. White has an article on "Antonius Stradivius and the Violin;" C. P. Cranch contributes an Essay on "Wordsworth;" Miss Woolson has a short story—"The South Devil"—and three or four poems intersperse the prose reading.

PAMPHLETS.

J. S. Ogilvie & Co., 29 Rose street, New York City, have begun the publication of the *Sunday Library*: they will issue twice a month a complete moral and religious story in paper form, the price to vary from 10 to 20 cents a number, according to pages. The titles of some already out are: "Nellie, the Clockmaker's Daughter," "Not Forsaken," "Bedi's Charity," by Hesba Stretton; "Sheer Off," by A. L. O. E.; "In Prison and Out," by Hesba Stretton.—Soule's Commercial College and Literary Institute, New Orleans, La., Catalogue.—The Watchman Almanac, 1880.

New Auto-Printing Process.

Within the last few years a number of devices have been invented and put upon the market, the purpose of which is to multiply fac-similes of handwriting, imparting to a circular for general distribution something of the personal interest that attaches to an autograph letter, while giving a facility of reproduction hardly surpassed by the press itself.

After long and costly experiments an apparatus has been perfected which gives an absolutely perfect reproduction of the manuscript from an original written with a common pen, and the result shows all the careless freedom of ordinary handwriting. It uses no battery or bath, and involves no expense of any kind. Its construction is extremely simple. A shallow, oblong receptacle, of zinc, contains a thick stratum of gelatine of peculiar composition and quality. The matter to be copied is written with aniline ink upon a sheet of paper, which is then placed upon the surface of this substance, *ink side downward*. The back of the sheet is lightly rubbed with the hand, the sheet is allowed to remain for a minute, when the copy is removed, and the written matter, *reversed*, is found transferred to the gelatine. If now a fresh sheet of paper is laid upon this transfer and rubbed slightly as before, a clear, distinct impression will be printed thereon, and the printing may be repeated rapidly and easily until one hundred or more copies have been taken from the original transfer.

The simplicity and ease with which copies of letters, circulars, price lists, reports, plans, drawings, specifications, music, &c., can be reproduced in various colors at one operation should recommend its general use and adoption. A circular can be written and illustrated with drawings if desired, and one hundred copies be printed in fifteen minutes, saving the expense and delay of printing.

It is already largely used by business houses that send out price lists or notices of any kind to their customers, or that have occasion for a considerable number of duplicates of any writing or drawing.

In the preparation of special forms of stationery blanks, such as statements, vouchers or contracts, the heading and the colored rubrics can be printed at one impression as perfectly as by the two costly operations of the press and ruling machine.

A peculiar advantage of the method is the saving in postage, as the rate is the same as that for printed matter—or one-third of written.

For architects, builders and master mechanics it is found of great service for printing copies of plans, maps, working drawing, &c. To persons of artistic taste is a source of infinite diversion, as any drawing or caricature, in aniline ink or crayon, can be multiplied at will. As quite a variety of colored inks can be procured, and any number of tin's transferred to the pad, to be printed at one impression.

The genuine apparatus of this class is called the "Hektograph," first brought out in Austria, and introduced in this country by the Hektograph Co., of No. 22 and 24 Church street, New York, who are said to have met with wonderful success, and who have branch houses in all the large cities.—*The Daily Graphic*.

A "Truly" Indian Story.

As long ago as it takes two boys to grow into men, an English man by the name of John Jacobs brought his wife and four children all the way to Nebraska to live. It was not so easy a place to live in at that time as it is now, it was for the most part a howling wilderness. Here in the very midst of the wilderness they made themselves a home. It was hard work to do it; John's wife, Susan, helped with stout hands and a stout heart, taking an ax at her husband's side. It was a hard life for them both, with the newness, and the home-sickness, and the distance from market, the bitter cold, the blighting heat, their little children to care for, and last and not least the Indians.

John and Susan, and the twins, Titus and Tam, and Betty and the new baby got along very well with every thing else, but it wasn't very pleasant to see an Indian come walking by with a tomahawk just as you are quickly sitting down to supper; and they got a little tired of sleeping with one ear open, listening for the awful, echoing Indian war cry; it wasn't pleasant to have one's attention called so frequently to the top of one's head.

"Mine is fairly sore," laughed Susan with thinking how it would feel to be scalped. But she was a brave little woman, and said, "I'll have a gun, and become a good shot." And so she did, and when her husband was out of the house, she grieved her brood about her and mounted her guard.

There came a time when the Indians had not been seen for a long while and even the careful mother forgot her fear. And one day, Titus and Tam said, "just one gallop on the prairie, mother, with old Jerusalem." Mother said, "I don't know, and that father said, 'I don't let them.' And so it happened. Old Jerusalem was the big white horse, the faithful, ugly, grand old horse, that had steps almost as long as a kangaroo's and was more afraid of an Indian than Titus or Tam. So Tam got on first and Titus got on behind, and Jerusalem gave one great bound and they shot over the great, green, beautiful prairie grass. Titus and Tam and Jerusalem got pretty far out on the beautiful, terrible prairie. The green waves of the soft grass rolled madly. The wind was high. The strong horse bounded with mighty leaps. The boys laughed and shouted in very gladness. What was that? What answered to their shouting? Was it the wind? Could the prairie speak? "Oh Titus cried Tam, "turn Jerusalem round, *Ingrus! Ingrus!* They've got horses—Get up! Oh Jerusalem, do hurry! Oh Titus they've got arrows, and they're going to shoot!"

At home Mrs. Jacobs had put the newest baby to sleep and had given Betty her patch-work, swept the kitchen and started the supper, when that fine mother's ear of hers detected even through the sigh of the wind a sharp, ugly sound. She went to the door and looked out as only those who have lived much face to face with death can look. Quietly and quickly she went to her husband in the garden—"Come," she said "be quiet before the children, bolt the front-door, lock every thing—draw the shutters—Is the cellar door tight? Is everything tight?"—Then from the narrow three corned windows in the little attic they looked out on the prairie. Cutting through the horizon line, six dark figures loomed against the sky. Wildly before them, with the gigantic strides of a long-stepped roadster, fled a big, gaunt, grand old horse, and two boys; this stood with little bright bare feet clinging to his white sides, and clinging with little despairing arms to one another "Oh they are our boys!" exclaimed the father throwing up his arms and rushing to the door. But Susan was there before him—"Husband," she said, "we cannot save our boys, they will be shot before they reach the house. We have three children left, you must save them, and for their sakes, yourself. Give me the pistol and the gun, take your own and guard the door. There's a chance that they'll live to get here and be let in." Poor little boys indeed! Leap your mighty leaps Jerusalem, they're none too large! How the splendid muscles throbbed beneath the tiny, terrified bare feet. Will he get us home? Can he ever, ever keep ahead so long? Oh, how the arrows fly! "We shall be hit! we shall be hit! Oh, Tam why doesn't father come to meet us! Why don't they do something for us! Oh, mother, mother have you forgotten us?" That was the cruellest minute of this cruel story.

"Oh, John," said the mother, "they are hit, the arrow struck them both. Let me go to the kitchen window. There is but a moment now."

A moment more, and like a wild dream, the whole dreadful sight came sweeping over the garden, into the yard. The horse made straight for the barn. Whooping and shouting cruelly, came the savages, plunging into the barn. "The boys are on the horse," said the mother in a hoarse whisper. "I saw them both. They are bleeding and falling. The arrow has pinned them together John, but they've kept their seat."

"My boys are pretty good riders," said John, with a father's pride, "but even my boys can't keep a horse after they're shot through the body. Fright has turned your brain, Susan."

The Indians scoured the barn, the yard, the garden, and at

intervals attacked the barricaded house where John and Susan with unflinching hands and abundance of powder stood guarding their helpless babies. And by and bye they went sullenly away. When they had been gone a long, safe hour, the parents shivering and sad, crept out with white lips, to hunt for the bodies of their murdered boys. "They ain't in the barn," said the father, bringing his hand heavily across his eyes. "I'll go to the woods, perhaps they scalped the little fellows and left them there." But the mother when he was gone went around and around the barn stealthily as a cat. Blessings forever on the mother's eye and ear!

From out a pile of fresh earth thrown up in the barn yard a little stream of blood came trickling down, and she saw it. Deep from the bottom of the mound a little cry came, faint, terror stricken, smothered—but she heard it. When Jerusalem—bless him, was leaping through the barn door, just an arrow's length ahead of his pursuers, off tumbled Tam and Titus, and out into the barn yard, and down into the pile of mud and gravel, deep and safe? And all over, here and there the Indians had searched, and scoured—and gone, and here the boys were safe pinned together with an arrow, just under the shoulder. Titus had the worse hurt, and how they ever lived through it is a marvel indeed. I am sure they never would have, but for their brave mother who picked them up, washed them off, carried them in (but she pulled out the arrow first), put them to bed, and bandaged and contrived and cared and kissed and cried and prayed—and they got well! In that howling wilderness, with nothing but clear water and soft bandages and mother's eyes and hands and love to get well upon, they lived—they lived to be six feet high; and as they are living still, I presume they measure six feet yet.

It is a pretty long story, I know, but it is a true one; for I have seen the arrow. John gave the arrow to a gentleman, and the gentleman gave it to his daughter, and the daughter—no, she wouldn't give it to me; but I held it with the very hand with which I write these words. And if that does not prove the story true, what could.

And Jerusalem? Oh, Jerusalem lived to a green old age, and was buried in the barn-yard with great honors. And Tom and Tibus cried, and John and Susan cried, and the baby cried, and the new baby and the newest baby cried, and they all cried together. But I think, take it all together, it was an Arrow-Escape.—E. Stuart Phelps in *Wide Awake*.

A Strange Affair.

CHAPTER II.

BY JOHN R. DENNIS.

From that snug place the German did not mean to take it until he was sure of the many thousands the stranger had spoken of millions. He was now in a fever of excitement to get the yellow golden coins; he could work no more early in the morning; he was seen at all hours sitting on a stump in what was called "the new field."

"I do believe father is going crazy," said little Jane to her mother; "he talks to himself a great deal; I heard him say, 'ah, the dwarf,' and then he grit his teeth."

In a few days it was discovered that a well was being dug in the new field, and yet no one was seen there at work. The family, however, discovered that Conrad left the house each midnight; following him, they saw him enter the new field; then he was met by a stranger, who carefully lighted his lantern, and they both descended into the opening in the ground.

Mrs. Burghardt was breathless with astonishment. The opening was large and circular, and looking over the edge they saw by the dim light of the lantern that the man in black was looking into a box. After some time spent in adjusting it, he invited Conrad to look, saying:

"It is there yet."

Then they saw Conrad peer into the box and he too, said:

"Yes, it is there yet; the dwarf is guarding it."

Then the stranger drew a circle around in the earth, and to the surprise of the family, who were gazing intently down, they saw a pale blue flame creeping around leaving the two men in the center. Then the strange man produced a book and began to read aloud, by the light of the lantern.

"They shall call the people unto the mountain; there they shall offer sacrifices of righteousness for they shall suck of the abundance of the sea and of treasures hid in the sands."

"Why it is the Bible," said Jane.

Conrad took his spade and shovel and began to dig while the other read in a low, monotonous style, and waved his wand too and fro.

"Father is certainly crazy," said the daughter; "but who is that man and why do they work in the dark night?"

Mrs. Burghardt could give no explanation, she had no small amount of superstition in her own constitution, and the scene had awakened it into full vigor. The reading of the Bible she believed was in accordance with a tradition that no evil spirit dared to come within the sound of any one reading the sacred Scripture; and that the circle was drawn to protect

the two men from evil influences was pretty clear to her. However, she did not tell Jane any of her thoughts.

Conrad was present at the breakfast table, and when he got up his wife followed him; and having promised secrecy soon learned the whole story. But it was all so strange, and the prospect of getting such a vast sum of money from the chest that her husband had seen with his own eyes (as she thought), was so overcoming that she went over to see Mrs. Calder, who lived on the adjoining farm. The result of this visit, in spite of the promise of secrecy, was that John Calder hurried over to see Conrad Burghardt, and he urged so hard that a quarter part of the chest was sold to him for five hundred dollars. It might seem strange that he would sell out any part of it, but Dr. Barzilli had that morning asked Conrad for two hundred dollars, saying that he must employ powerful agencies to prevent the escape of the chest, and that he thought the dwarf was in some way suspicious of the work going on above him.

"And what can you do to prevent the removal of the chest?" said Conrad.

"There is a strong magician in Hoboken, New Jersey, who has been very successful in getting hidden treasures; I shall employ him. He has a telescope by which he can see the chest and us even while we dig for it, and we ought to have him on our side."

Dr. Barzilli was gone a whole week and on his return he declared he had engaged the Hoboken magician, and had paid him three hundred dollars and was to pay him some more, so that Conrad's money began to pass over into the stranger's hands. But, the German contented himself with the thought that he soon would have a vast pile of treasure. The digging was resumed and this time John Calder was also inside of the magic circle.

Somehow the news spread. Mrs. Burghardt declared that she told nobody, and so did Mrs. Calder; but that as it may, every night the people came from far and near to look into the dark opening and listen to the steady reading of the man in black, and to watch the two men digging and shoveling away as if for dear life. Some laughed, some believed, but all watched impatiently to see what would happen.

Every day Dr. Barzilli was seen walking about alone making observations and waving his black wand, in the field where the chest was buried. The treasure he said, was about twenty-eight feet down, as near as he could tell; and when twenty-five feet had been excavated, he said it was necessary to go down to New York and secure more aid for the chest was guarded by more spirits than the dwarf, and hence it would be carried away before he could touch it with his wand; so he got the rest of the money in Conrad's possession.

"What is a few hundred dollars," said he, "when you will soon have millions?"

"Ah, yes, but the neighbors say I am one great fool to pay my money, and that no chest will be found."

"I will tell you a secret, Conrad; so you will see whether you need to feel afraid. I will use all my magic to put the dwarf asleep and we can go this afternoon and press a wire down and feel the top of the iron chest."

And when it was tried Conrad declared he could strike something hard and like iron, with the small iron rod which he pressed into the earth in the bottom of the pit.

Dr. Barzilli went away and was gone seven days and then returned, saying he had not found the powerful magician he wanted, but had secured another, and that he believed the chest could not be taken from them unless some one should speak while the work was going on. This he declared would be heard by the dwarf and his helpers.

Work was again resumed, and the crowd of farmers again assembled to look down into the deep pit. Conrad was full of excitement. It would not take long, he thought, to excavate three feet of gravelly soil, and then he would be in possession of untold wealth. Still, they did not reach anything the first night, so much time was consumed by the man in black in his incantations; and all went away disappointed. Conrad and his neighbor Calder and Dr. Barzilli took turns in watching the pit during the next day to prevent any one from entering it. And when midnight came the droning voice of the magician was again heard and the clank of spades and shovels. And once Conrad shouted:

"There it is, see, see!"

"Miserable man," said the magician angrily, "did I not caution you again and again about speaking?"

"Yes, but the chest is there yet," and he plunged his shovel into the soil.

"No, it is far away by this time and it is useless to dig any more here."

Conrad persisted that he had distinctly felt the surface of an iron plate under his shovel, but it proved to be only a large thin flat stone. The crowd that had been looking on was very much excited at the voices and manners of the two men, and when they heard the account there was a variety of opinions. Many descended into the pit and they agreed that it did look as if something had been under the flat stone; it was now filled with earth and stones.

Dr. Barzilli declared it was the fault of Conrad, and when questioned, that it would take a good while to ascertain where the dwarf had hidden Capt. Kidd's chest of gold. He spent many days in traveling up and down the country, and finally, he declared he should need the aid of the magician at Hoboken. Conrad and his neighbor furnished two hundred dollars each for this second attempt; but not as cheerfully as they had the first money. They feared they were being swindled, and yet everything looked very plausible, indeed.

After the lapse of several weeks Dr. Barzilli reported he had found the chest in a curious dell about three miles distant.

"The cunning dwarf thought he could escape me, but he is mistaken; this time we will secure the treasure."

He then informed the two men that in some way more money must be obtained to pay the New York and Hoboken magicians, or they would work against them and defeat their work. For this purpose five hundred dollars was needed. Conrad for a time declared he would not pay any more, but a view of the chest and the little dwarf watching it was too much for his cupidity and he mortgaged his farm to raise the required amount. This time it was determined that no one should be permitted to see them; the digging was done in secret. There being no witnesses the proceedings could not be wholly reported. But Conrad declared the Bible was read as before, and that the digging progressed favorably, and that great hopes were indulged of a successful termination when all at once a fire burst out in the earth they were digging.

"It smelt like kerosene," said Conrad.

"Perhaps it was," said one, "for I saw Dr. Barzilli carry a can of it through the woods."

"Then what?" said another

"Why we all got out as quick as we could, and then Dr. Barzilli declared we were close to the chest. So the next night we tried it again; that time we dug up some coins, and stopped. Dr. Barzilli motioned us to go out, and up in the woods he told us that this was a sure sign of luck. So we went at it again the next night, and after we were as was calculated not more than a foot distant, Calder struck his foot with the pick-axe—such a severe blow that he cried out with pain, before he thought, and so it was all up again."

"Let us see the coins," said one. Conrad showed some curious old Spanish coins, such as may be found in shops in by-streets in New York.

"But where is Dr. Barzilli?"

"He has gone to consult with the Hoboken magician again to see where the chest has gone."

"And you and Calder are out more than two thousand dollars; you never will see him again, I'll guarantee."

Nor did they; it was indeed a strange affair. To this day Conrad thinks there is a chest of Capt. Kidd's money to be found by some one who understands the business; but John Calder doubts it.

Father is Getting Well.

My daughters say, "How much better father is since he used Hop Bitters." He is getting well after his long suffering from a disease declared incurable, and we are so glad that he used your Bitters.—A lady of Rochester, N. Y.—*Utica Herald*.

Water is Free.

That's so, but in most patent medicines you pay for it at the rate of a dollar a pint. Kindey-Wort is a dry compound and one package is enough to make six quarts of medicine without addition of any poisonous liquors. It is nature's remedy for Kidney-Diseases, Liver complaint and Piles, for it is both diuretic and cathartic, tonic and healing.

Books for Teachers.

A WHOLE LIBRARY FOR \$2.06.

The teacher must study about his profession; it is not a matter of choice, it is a matter of necessity. To aid this, we have selected a list of the most valuable books published each one has a practical bearing on some phase of school-room work.

1. *Page's Theory and Practice of Teaching.* \$1.50.

This noted book is without a peer. The principles of teaching are illustrated and the practice invested with a charm that no other writer has equaled. We offer this to any subscriber who will send us one new JOURNAL subscriber, or two INSTITUTE subscribers, and twenty-five cents for postage, etc. Thus it costs you but twenty-five cents!

2. *How to Teach.* \$1.50.

This volume is a manual of methods for the use of teachers by Supts. Kiddle, Harrison and Calkins, of New York city. It is essentially the system which is employed in the schools of New York city. It lays down the methods for teaching phonetics, reading, spelling, arithmetic, object lessons, drawing, writing, and school management, use of the numeral frame, geography, vocal music, etc. It shows

how each study in each class should be taught, beginning with the lowest. It is a volume of the highest value and indispensable to the practical teacher. We offer it to any subscriber for one new JOURNAL subscriber, or two INSTITUTE subscribers, and twenty-five cents for postage, etc. Thus it costs you but twenty-five cents!

3. *Johonnot's Principles and Practice of Teaching.* \$1.50.

This is a new work and by a very able writer. It takes up the Mental Powers, the Objective Methods, Object-Teaching, relative value of the different branches, the Kindergarten, Physical Culture, Esthetic Culture, Moral Culture, Course of Study, Country Schools, etc. We believe it will prove to be a volume of immense value to the progressive teacher. We offer it for one new subscriber to JOURNAL, or two to the INSTITUTE, and twenty-five cents for postage, etc. Thus it costs you but twenty-five cents!

4. *Manuals for Teachers.* Each 50 cents.

- (1) Cultivation of the Senses.
- (2) Cultivation of the Memory.
- (3) On the Use of Words, in Discipline.
- (5) On Class Teaching.

Each of these have suggestions of priceless value to the teacher. They cover a large ground and will prove very helpful. Each is offered as a premium for one new subscriber to the INSTITUTE or JOURNAL, or two subscribers to the COMPANION, with ten cents for postage, etc. Thus they cost you but ten cents each!

5. *Westlake's Common School Literature.* 50c.

This volume of 156 pages contains several hundred extracts, both English and American, for instruction and literary culture. It covers the entire field, and is worthy to be in the hands of every teacher. The great attention that is being paid to the English language demands that the teacher should be posted on the works of our great authors. We offer this volume for one new subscriber to the JOURNAL or INSTITUTE and ten cents for postage, etc. Thus you get it for ten cents!

6. *Craig's Question Book.* \$1.50.

For description see our advertising pages. We offer it for two subscribers to the INSTITUTE, one to the JOURNAL and twenty-five cents for postage, etc. Thus you get it or twenty five cents!

7. *Westlake's How to Write Letters.* 80c.

This is one of the finest volumes on this subject ever published. There is no point left untouched. How letters, cards, notes, etc., should be written; the proper use of titles, punctuation marks, all are told in this neat and beautifully gotten up volume. It is a capital thing to use in a school-room: good for teachers and pupils. Sent for one JOURNAL, one INSTITUTE, or two COMPANION subscribers and fifteen cents postage. Thus, it costs you but 15 cents.

8. *Normal Question Book.* \$1.50.

This volume contains over 400 pages. The answers are quoted from standard text books. There are 3,000 questions and answers; there is an appendix on map-drawing. It has been prepared expressly for teachers reviewing for examination, but is adapted for use in the school-room. We believe it to be an excellent book for the practical teacher. We offer it for one new subscriber to JOURNAL two to the INSTITUTE, four to the COMPANION, and twenty five cents for postage. Thus it really costs you in cash but twenty-five cents.

9. *The Pocket Dictionary.* 50c.

This elegant volume defines 30,000 words, has 250 illustrations; has a collection of words and phrases from the Greek, Latin, and French languages, a list of abbreviations in use in the arts, sciences and general literature. Thousands have been sold for 63 cents. We offer two for one new JOURNAL, or one INSTITUTE subscriber, or one for one COMPANION subscriber. Postage, six cents on each volume. Thus, a copy of this valuable little book costs you six cents.

10. *Moore's Universal Assistant.* \$2.50.

Read the advertisement of this useful work. We send it for one JOURNAL, three INSTITUTE, and five COMPANION subscribers, and twenty cents for postage.

11. *Webster's Unabridged Dictionary.*

For eight new subscribers to the JOURNAL; for sixteen to the INSTITUTE; for thirty-two to the COMPANION, we will send you this magnificent dictionary. Thus it will only cost you *expressage*.

This library of books will cost you in cash but \$2.06 and a little useful educational labor. Can you not afford to lay in these precious books at that rate?

E. L. KELLOGG & Co., Educational Publishers.

Butter Maker

must exercise great care through the hot weather to keep up the standard quality. When the pastures begin to dry up and butter gets light colored use Wells, Richardson & Co's Perfected Butter Color. It will enable you to get the top price in market.

BRAIN AND NERVE FOOD.

VITALIZED PHOSPHATES.

Composed of the nerve giving principle of the Ox Brain and Wheat Germ. Physicians have prescribed 193,000 packages, with good results, in all forms of impaired vitality, nervous exhaustion, or weakened digestion. It is the best Preventive of consumption, and all diseases of debility. It gives quiet rest and sleep, both to in and grown persons, by feeding the brain and nerves. For sale by Druggists or by mail, \$1.00.

F. CROSBY, 666 Sixth Avenue, New York.

All About Advertising.

Advertisements, our readers know, are a valuable source of revenue to all regular periodicals. We have been fortunate in obtaining a fair share of patronage from nearly all the book and stationery houses of the United States and many other business houses.

We hope our friends will give us their aid in keeping what we have and in increasing our list. This they can do by mentioning this JOURNAL when they purchase articles named in it.

The circulation of the JOURNAL is now so large and so general throughout the country that it is an excellent advertising medium.

We quote from a letter received from a gentleman who has advertised a year: "I shall continue to advertise with you; your paper is an excellent advertising medium."

A publishing house which has patronized the JOURNAL for several years, says:—"We find the JOURNAL a good paper to advertise in. We have not missed an issue since we began. It is a live paper beside."

Answer This.

Did you ever know any person to be ill, without inaction of the Stomach, Liver or Kidneys, or did you ever know one who was well when either was obstructed or inactive; and did you ever know or hear of any case of the kind that Hop Bitters would not cure. Ask your neighbor this same question.—Times.

An Old Doctor's Advice.

It was this; "Trust in God and keep your bowels open." For this purpose many an old doctor has advised the habitually constipated to take Kidney-Worth—for no other remedy so effectually overcomes this condition, and that without the distress and griping which other medicines cause. It is a radical cure for piles.

THE POCKET DICTIONARY.

Price, 50 Cents.

The PRONOUNCING POCKET DICTIONARY is one of the literary wonders of the times. It was formerly sold for \$1.00; then reduced to 75 cents and finally to 50, one firm sold 8000 at 65 cents.

The volume has over 250 illustrations and gives the correct spelling and pronunciation of all the principal words of the English language—30000 in number. It also has an appendix of foreign words, phrases and forms of address. It is by far the most complete and perfect work of the kind ever published, and is an invaluable companion for all.

As a useful volume to present to your pupils it is not to be excelled. Every pupil should be encouraged to handle a dictionary, to learn how to use one, and to make use of one. This compact volume is just the thing for this purpose and we shall offer it so that it can be easily obtained.

NEW YORK

MAP AND RELIEF LINE ENGRAVING CO.,
No. 17 Warren St.

This process is applicable to nearly all kinds of illustrations, such as Maps, Drawing Cards, Outlines, Diagrams and Machinery. Lettering of all kinds is produced in perfection. The prices are far below copper or wood engraving, in fact it is the cheapest process known. The plates produced can be used on ordinary printing press, and will usually print 1000 copies.

MADAME ZADOC PORTER'S CURATIVE COUGH BALSAM.



Warranted, if used according to directions, to cure or relieve

Coughs, Colds, Croup, Whooping Cough, Asthma, and all Affections of the Throat and Lungs.

A Purely Vegetable Expectorant; not a violent remedy; and very agreeable to the taste.

* If you have a cold, if ever so slight, do not fail to give the Balsam a trial. The timely use of a 25c bottle will often prove it to be worth a hundred times its cost. The 75c bottle contains four times as much as the 25c bottle.

SOLD BY ALL DRUGGISTS.

KIDNEY-WORTH.

PERMANENTLY CURES
KIDNEY DISEASES,
LIVER COMPLAINTS,
Constipation and Piles.

DR. R. H. CLARK, South Hero, Vt., says, "In cases of KIDNEY TROUBLES it has acted like a charm. It has cured many very bad cases of PILES, and has never failed to act efficiently."

NELSON FAIRCHILD, of St. Albans, Vt., says, "It is of priceless value. After sixteen years of great suffering from Piles and Constipation it completely cured me."

G. A. HOGAN, of Berkshire, says, "One package has done wonders for me in completely curing a severe Liver and Kidney Complaint."

IT HAS
WONDERFUL
POWER.

BECAUSE IT ACTS ON THE
LIVER, THE BOWELS AND KID-
NEYS AT THE SAME TIME.

Because it cleanses the system of the poisonous humors that develop in Kidney and Urinary diseases, Biliousness, Jaundice, Constipation, Piles, or in Rheumatism, Neuralgia and Female Disorders.

KIDNEY-WORTH is a dry vegetable compound and can be sent by mail prepaid.

One package will make six quarts of medicine.

TRY IT NOW!

Buy it at the Druggists. Price, \$1.00.

WELLS, RICHARDSON & CO., Proprietors,
Burlington, Vt.

PROVERBS.

"For sinking spells, fits, dizziness, palpitation and low spirits, rely on Hop Bitters."

"Read of, procure and use Hop Bitters, and you will be strong, healthy and beautiful. Then use Hop Bitters."

"Ladies, do you want to be strong, healthy and beautiful? Then use Hop Bitters."

"The greatest appetizer, stomachic, blood and liver regulator—Hop Bitters."

"Clergymen, Lawyers, Editors, Bankers and Ladies need Hop Bitters daily."

"Hop Bitters has restored to sobriety and health, perfect wretches from intemperance."

"For stomachic, sick headache and dizziness, Hop Bitters cures with a few doses."

Send for

PROVERBS.

"\$100 will be paid for a case that Hop Bitters will not cure or help."

"Hop Bitters builds up, strengthens and cures continually cured by Hop Bitters."

"Kidney and Urinary complaints of all kinds are permanently cured by Hop Bitters."

"Hop Cough Cure is the sweetest, safest and best. Ask children."

"The Hop Pad for Stomach, Liver and Kidneys is superior to all others. Ask Druggists."

"D. I. C. is an absolute and irrefutable cure for drunkenness, use of opium, tobacco and narcotics."

"All above sold by druggists. Hop Bitters Manufacturing Co., Rochester, N. Y."

Circular.

BUCKEYE BELL FOUNDRY
Bells of Pure Copper and Tin for Churches, Schools, Fire Alarms, Farms, etc. FULLY WARRANTED. Catalogue sent Free.
VANDUZEN & TIFF, Cincinnati, O.

LADY AGENTS WANTED FOR MADAME GRISWOLD'S



PATENT
SKIRT-SUPPORTING
CORSETS,

AND SKIRT
SUPPORTER.

925 Broadway, New York.

Branch Office: 28 and 32 Winter St., Boston, Mass. My patrons everywhere will recognize the above cuts with pleasure. The Mass. Griswold Corset has become the favorite of the age, on account of its healthfulness, elegance, durability, and easy adjustment to suit any form. These corsets received the highest award at Centennial Exhibition, also at the Mass. Charitable Mechanics' Association, Boston, and wherever exhibited. Sold exclusively by ladies. Permanent employment with good salary obtained by addressing the General Office, New York. Any information cheerfully rendered. Orders by mail promptly filled. Remit by Post-office order or Registered Letter. Not responsible for money sent in letters. Mention this paper. Mme. Griswold, 925 Broadway, New York. Price, from \$1.50 upwards.

PETROLEUM JELLY

VASELINE.

Grand Medal at the Philadelphia Exposition.

Silver Medal at the Paris Exposition.

The most valuable family remedy known for the treatment of wounds, burns, sores, cuts, skin diseases, rheumatism, chilblains, catarrhs, hemorrhoids, etc. Also for coughs, colds, sore throat, croup, and diphtheria, etc.

Used and approved by the leading physicians of Europe and America.

The toilet articles made from pure Vaseline—such as POMADE VASELINE, VASELINE COLD CREAM, VASELINE CAMPHOR ICE, and VASELINE TOILET SOAPS, are superior to any similar ones. Try them.

COLGATE & CO., Sole Agents.

25 and 30 Cent Sizes of all Our Goods.

SOLD BY ALL DRUGGISTS.

CHARLES WITTINAUER,

Manufacturer of and Dealer in

Human Hair Goods,

122 Sixth Avenue, above 14th St.

NEW YORK.

Has constantly on hand and ready for use a large and complete assortment of INVISIBLE FRONTS for young and old, made of material curled hairs, which instantly improve the appearance.

The Coquet and the Coquet Pompadour, the Frison and the Frison Pompadour, the Perfection, and all other fashionable styles. All at prices suited to the time.

A full assortment of Hair Switches of the finest quality. Gray Hair a specialty. Hair taken in exchange. Combs made up by a new and improved process.

A full assortment of Invisible Hair Nets and Golden Hair Pins. A complete assortment of Improved and Beautifying Cosmetics constantly on hand. BOBARE'S AUREOLINE, or GOLDEN HAIR WASH.

We wish to call special attention to Dr. Neanton's (the renowned Parisian Hair and Scalp Specialist).

LA DUCHESSE HAIR LOTION,

to prevent hair from falling out. Also his BEAU DE CHEVEUX (HAIR BALM).

the only reliable preparation known to science that will restore and invigorate the growth of hair on bald head. Also the DOUBLE and ROYAL EXTRACT OF ELEGANT DENTIFRICE approved by the Faculty of Paris and Turin. The celebrated ROYAL PRINCESS COLOGNE constantly on hand.

Mr. Charles Wittinauer is the only person to prepare these articles according to the original prescription of Dr. Neanton, of Paris.

STATEN ISLAND Fancy Dyeing Establishment.

BARRITT, NEPHEWS & CO.,
Office, 3 and 7 John Street, New York.

Branch Offices.—119 Broadway, New York; 41 North Eighth Street, Philadelphia; 275 Fulton Street (cor. Tillary), Brooklyn; 110 West Baltimore Street, Baltimore.

Dye or Clean all styles of Ladies' and Gentlemen's Garments, Shawls, etc., etc. All kinds of Curtains Cleaned or Dyed. Goods received and returned by express.

HOW TO MAKE LACE.

Complete instructions in the art of making Point and Honiton Lace, with illustrations, diagrams, etc., the whole made so plain that ladies with any dexterity with the needle will have little trouble in making many articles of personal adornment, such as Tie and Barb Ends, Collars, Lace for Trimmings, etc., etc. Also the art of Kensington Embroidery, with illustrations, Crochets and Applique Work, Chrysom Photography, Modeling Flowers and Fruit in Wax, etc. A copy of our book, postpaid, only five (5) cents. Address J. L. PATTEN & CO., 47 Barclay St., New York.



CASH PAID

Old Newspapers, Books, Pamphlets, Rags, Rope & Bagging, Copper, Brass, Lead, Zinc, Pewter, Type Metal, Electrotype Plates, Stereotype Plates, Tin Foil, Tea Lead, and Old Metal of every description.

Orders by Mail punctually attended to. Will send to any part of the City or suburbs.

STOCKWELL,

25 Ann Street, N. Y.

About the Horse.

The horse is the noblest animal next to man. He goes to battle with him; he follows in the funeral train; he is taken into the deepest mines; he crosses the seas, he ascends high mountains at man's bidding. But few persons, however, know how to take care of a horse. We have some copies of a book upon the Horse, of which Dr. Williams H. Hall says, he has bought books in England that he paid five and ten dollars for, which are not good. We send them in paper covers, post-paid, for one Institute, one JOURNAL, or two COMPANION subscribers. E. L. KELLOGG & CO.

USE THADDEUS DAVIDSON'S
WRITING INKS,
FLUID, SEALING WAX,
MUCILAGE, &c.
The Best Known. ESTABLISHED 1824

WANTED

10,000 AGENTS for DAVIS' REVERSIBLE BLOCKS for involution or evolution of numbers to any power. Cubes in two steps by the inventor of four new methods, including Hill's of three. Two years successful test proves the REVERSIBLE the best. Sells at sight. The wise beware of infringers. Send registered one dollar for sample.

PATENT POWER BLOCKS AND CUBE

TO JOHN B. DAVIS PRIN. NORMAL SCHOOL,
INLAND P. O. ONTO.

SCHOOL MANAGEMENT.

A New Book on this Subject in Press.

—BY—
AMOS M. KELLOGG, A.M.,
EDITOR OF THE

NEW YORK SCHOOL JOURNAL

CONTENTS.

1. Good Order the Result of Good Management.
2. Principles of School Management.
3. General Requisites.
4. Difficulties.
5. Classification.
6. Programme.
7. Recitations and Recitations.
8. Discipline.
9. Obtaining Attention.
10. Penalties and Penalties.
11. A Well-Managed School.
12. Miscellaneous.

This will be a book of great practical value. Price \$1 post-paid. Sent as a premium for one new Journal or two Institute, or four Companion subscribers.

E. L. KELLOGG & CO.

PUBLISHERS.

POTTER, AINSWORTH & CO.,
85 and 87 Park Place, New York.

PUBLISHERS OF
Payson, Dutton & Scribner's Copy Books.
Payson, Dutton & Scribner's New Manual of Penmanship.

Payson's German Copy Books.
Bartholomew's Industrial Drawing Series.
INDUSTRIAL DRAWING BOOKS.
PRIMARY DRAWING CARDS.
TEACHERS' MANUAL TO BOOKS.
GUIDE TO CARDS.

Dismore's Graded Spelling Blanks.
Elementary, Retail Price, 5 cts. Nos. 1, 2, & 3, 10 cts.
McVicar's National Spelling Blanks.
American, Retail Price, 5 cts. Nos. 1, 2 & 3, 10 cts.

The National Composition Book. An Elementary and Practical Series of Graded Lessons in Composition, Letter Writing and Business Forms. Retail Price, 10 cents.

Greene's Graded Grammar Blanks.
Language.
Descriptive Catalogues with Rates of Introduction furnished on application. Correspondence solicited.

ROBERT S. DAVIS & CO.

BOSTON.

PUBLISHERS OF

Greenleaf's Mathematics,
Well's Logarithms,
Gilbert's Spellers,
Parker's Exercises in English Composition, Etc.

We have now ready the newly revised edition of Greenleaf's Elementary Algebra. The University Algebra, edited by Prof. Wells of the Mass. Institute of Technology, has already been adopted for and introduced into a large number of Colleges and Universities.

Call on or address
ORLANDO LEACH,
142 and 144 Grand St., New York

**CLAXTON, REMSEN AND HAFEL-
FINGER,** PUBLISHERS, PHILA., PA.

Prof. LARBERTON'S HISTORICAL SERIES

Outlines of History.—Outlines of History; with Original Tables, Chronological, Genealogical and Literary. 1 vol., 288 pages, oblong 4to, cloth, \$3.00.
Historical Questions, Logically Arranged and Divided.
The companion-book to Outlines of History. 1 vol. oblong quarto, cloth \$1.75.

Historical Atlas.
Containing a chronological series of 100 Colored Maps, illustrating successive periods, from the Dawn of History to the Present Day. 1 vol. oblong quarto, cloth \$2.50.

Historical Chart, or, History Taught by the Eye.
Showing at a glance the Rise, Development and Fall of all the important Nations, from the earliest times until the present day. This Chart is published in four distinct forms.

For terms and other information, address the publishers.

CHAS. DESILVER & SONS,
1701 Chestnut St., Philadelphia, Publishers of

Interlinear Classics.

LATIN—Virgil, Cæsar, Horace, Cicero, Sallust, Ovid, Juvenal, and Livy.....\$2.25 each.
GREEK—Homer's Iliad, Gospel St. John, and Xenophon's Anabasis.....\$2.75 each.
Sample pages of Interlinears free. Send for terms and circulars.

COWPERTHWAIT & CO

628 and 630 Chestnut St., PHILADELPHIA.

PUBLISHERS OF

MONROE'S Readers & Spellers.

MONROE'S Reading Charts.

MONROE'S Vocal Gymnastics.

WARREN'S New Geographies.

GREENE'S New Grammars.

HAGAR'S Mathematics.

BERARD'S New U. S. History.

GOODRICH'S Child's History.

ROYSE'S American Literature.

APPLETON'S Young Chemist.

15 Bromfield St.

BOSTON.

142 Grand St.

NEW YORK.

25 Washington St.

CHICAGO.

RORHER'S BOOK-KEEPING.

Primary.....\$1.50 The five books sent to
Common Schools..... 1.50 teachers for examination
Counting House..... 2.00 for \$3.50, or any one book
Lectures, \$1.00. Key 2.00 for half price, but only in
reply to request accompanied by the money.
For special terms for introduction write to

W. J. GILBERT, Publisher, St. Louis, Mo

JUST PUBLISHED.

THE THREE PRONUNCIATIONS OF LATIN.

BY M. M. FISHER,

Professor of Latin, University of Missouri.

SECOND EDITION.

The present enlarged edition has been brought out to a very considerable extent from the influence of teachers and scholars in various parts of the country.

"A volume that no professor of Latin can afford to do without, whatever may be his favorite mode of pronunciation."—*American Journal of Education*, St. Louis.
"Careful and learned research."—*Daily Advertiser*, Boston.

PRICE, ONE DOLLAR;

For sale by Booksellers, or sent by
N. W. ENGLAND PUBLISHING CO.,
16 Hawley Street, Boston.

\$66 a week from your own town. Terms and \$5 out of
free Address, HALL & Co., Portland, Maine

THE COMPLETE SERIES OF
WORCESTER'S DICTIONARIES.

QUARTO DICTIONARY. Profusely Illustrated. Library sheep, \$10.00.
UNIVERSAL AND CRITICAL DICTIONARY. 8vo. Library sheep, \$4.50.

ACADEMIC DICTIONARY. Illustrated. Crown 8vo. Half roan, \$1.50.
COMPREHENSIVE DICTIONARY. Illustrated. 12mo. Half roan, \$1.75.

SCHOOL (ELEMENTARY) DICTIONARY. Illustrated. 12mo. Half roan, \$1.00.
PRIMARY DICTIONARY. Illustrated. 16mo. Half roan, 50 cents.

POCKET DICTIONARY. Illustrated. 24mo. Cloth, 68 cts.; roan, flexible, 85 cts.; roan, tucks, gilt edges, \$1.00.

Many special aids to students, in addition to a very full pronunciation and defining vocabulary, make Worcester's, in the opinion of our most distinguished educators, the most complete, as well as by far the cheapest Dictionaries of our language.

J. B. LIPPINCOTT & CO., Publishers,
715 & 717 Market-st., Philadelphia.

THE "NORMAL TEACHER"
PUBLISHING HOUSE.

(NORMAL PRINCIPLES,

The most improved Methods of Instruction, Vigorous and Progressive Editorials, Practical Hints and Helps for the School-Room, Letters from Actual and Experienced Teachers, giving their plans for conducting Recitations and managing schools, and Notes and Queries, to be found monthly.

The Normal Teacher;

\$1.00 per year. In clubs of 5 or over 75 cts.

The only educational periodical in the world devoted to the dissemination of Normal Principles and to practical school work. It is essentially different from all other school journals, in that it gives those principles of teaching which can be made to work in every school, and by which the labor of the teacher is made a pleasant, instead of an irksome task.

The Normal Question Book;
Prepared expressly for the use of teachers in preparing for examinations.

Contains nearly four thousand questions and answers on the common school branches, arranged in a systematic and philosophical order. The Questions are such as to bring out the most difficult points on each subject and the Answers taken from the best authorities, with the name of the author, the page, and paragraph from which each answer is taken. With an appendix, containing outlines of Infinitives, Participles and Analysis in Grammar, Percentage in Arithmetic, Theory and Practice of Teaching, Map Drawing, A Scale of Criticism, A Program of Studies and Recitations, Rules to be Observed During Examination, and Hints and Suggestions on the Preparation of MSS., Topic List for the Study of Geography, etc. By far the most complete and valuable work of the kind ever issued from the press. Price, \$1.50.

The Country Teacher Served at Last!!!
A NEW WORK.

Methods of Teaching in Country Schools.
By G. DALLAS LIND.

We have no hesitancy in saying that the teacher who would make the most success of his school, must have this book.

We are acquainted with all the teacher's works published in both Europe and America, and we confidently say that this is the most practical work for the Country Teacher that has ever been issued from the press. The book is meeting with a great sale. Price, \$1.25.
SOMETHING NEW. GRAMMAR MADE ATTRACTIVE AND INTERESTING. WAKE UP YOUR DULL GRAMMAR CLASS BY USING THE

"Normal Teacher" Parsing Book.

This little book contains forty-eight blank pages ruled and arranged for written parsing lessons, and several pages reading matter, consisting of programmes and models for parsing parts of speech, and for the analysis of sentences. Rules for distinguishing the different parts of speech in difficult cases, an explanation of the constructions of infinitive and Participles and the Relative Pronoun. Price, 50 Cents.
(In Press.) NORMAL OUTLINES OF THE COMMON SCHOOL BRANCHES.

Designed as an aid to teachers and pupils in the method of teaching and studying by topics. By G. DALLAS LIND. Price, \$1.
Agents wanted. For terms,
J. E. SHERRILL, Prop't'r, Danville, Ind.

Emerson's Anthem Book.

By L. O. EMERSON. Price \$1.25, or \$12.00 per doz.

It is a pleasure to look through this fine book, and Choir Leaders will all be pleased with the general beauty of the music, and the great variety. There are more than 90 Anthems, Motets, Sentences, etc., including an Anthem Doxology and some fine new Hymn Anthems. Also 15 Responses and Chants of Music for Christmas, Easter and all other special occasions is provided.

THE SLEEPING QUEEN (80 cts.) Fine Operetta by Balfe.

HAVE YOU SEEN

"White Robes,"

the new Sabbath School Book? It is a grand good Book and is meeting with unexampled success. Only published two months ago, it "takes" so well that the publishers are forced to issue edition after edition to keep pace with the demand. To state it tersely,

WHITE ROBES

has gone straight into the hearts of all lovers of Sabbath School Music, and the fact is due to its purity, freshness and originality.

Send 50 cts. in stamps for a sample copy. \$5 per doz.

Temperance Jewels. (35 cts.) by J. H. TENNEY, should be used by all Temperance and Reform clubs.

Any book mailed, post-free, for the retail price.

OLIVER DITSON & CO., Boston.

O. H. DITSON & CO., 848 Broadway New York.

NOTICE TO TEACHERS.

REWARD CARDS.

R. H. MACY & CO.,

Sell Day and Sunday School Reward Cards, at largest discounts hitherto offered.

\$7 A DAY to Agents canvassing for the Fire
side Visitor Terms and Outfit Free. Ad-
dress, P. O. VICKERY, Augusta, Maine

THE HEKTOGRAPH.

THE MARVEL OF THE AGE!

New Process of Rapid Copying without the Use of Acids or a Press.

100 Copies of any Original Writing or Drawing in 20 Minutes.

Invaluable to School Superintendents and Teachers.

The Patentees of the Hektograph are the original inventors of this process and the only ones who can obtain a patent for it in this country. The wonderful success of the Hektograph here and in Europe have caused hundreds of poor, cheap imitations to be made and offered for sale, and have disgusted many with the process; to all such we say give the Hektograph a trial and if not better than any other you need not keep it. Among those who are using the Hektograph after trying and discarding several of the imitations, are:

THE NEW YORK STOCK EXCHANGE, WESTERN UNION
TELEGRAPH CO. AMERICAN EXPRESS CO.
PENNSYLVANIA RAILWAY CO.

And Hundreds of Others.

Any apparatus other than the Hektograph for this process is simply an imitation. Buy the genuine one only. Satisfaction guaranteed. Send for Circular.

HEKTOGRAPH CO.,

22 and 24 CHURCH ST., NEW YORK.

44 BLOOMFIELD ST., Boston.

155 MUNROE ST., Chicago.

AND { 118 SOUTH 7th ST. PHILA.
{ 53 WEST 2nd ST., Cincinnati, Ohio.

FOR EUROPE AND THE HOLY LAND.

Third Annual Educational Excursion, Summer and Fall of 1880.

Excursion Tours through ENGLAND, SCOTLAND, HOLLAND, BELGIUM, GERMANY, AUSTRIA, ITALY, SWITZERLAND, FRANCE, etc., with Grand Supplementary Excursions to Egypt and Palestine. All the Great Musical, Art and Educational Centers of the Old World to be visited, including Berlin, Dresden, Leipzig, Prague, Vienna, and other important cities omitted in previous excursions; also, London, Paris, Rome, Naples, and the most picturesque scenery of all the countries named, including the most beautiful of the Scotch, Swiss, and Italian Lakes, the High Alps of Switzerland, several of the grandest Alpine Passes, etc. All tours include first-class travel, hotel accommodations, fees, etc.

For prices, explanatory pamphlet, and further particulars, address

E. TOURJEE, Music, Hall, Boston, Mass.

"A Summer Jaunt."—A book of 648 pages, with 22 illustrations, gives a most interesting account of former excursion. Price, 50c, post-paid.

ALWAYS ASK FOR
ESTERBROOK'S
STEEL PENS
NEW-YORK OFFICE, 20 JOHN ST.
WORKS CAMDEN, N. J.

FOR SALE BY ALL DEALERS
ESTERBROOK & CO
FALCON PEN
SAMPLES AND PRICES ON APPLICATION.

JOSEPH GILLOTT'S
STEEL PENS.
THE FAVORITE NUMBERS, 303, 404, 232, 351, 170,
AND HIS OTHER STYLES
SOLD BY ALL DEALERS THROUGHOUT THE WORLD.

For Fine Writing, No. 1, 303, and Ladies, 170. For Broad Writing, 294, 389,
and Stub Point, 849. For General Writing, 332, 404, 390, and
Falcon, 873, 903. Other Styles to suit all hands.
Sample Cards, Price Lists, etc., furnished on application.

JOSEPH GILLOTT & SONS 91 John Street, New York.

HENRY ROE, Sole Agent.

THE
"MUSICAL CURRICULUM"

By GEO. F. ROOT,

Leads all Improvements in the art of
Music Teaching.

It goes to work on the plan that pupils should not be made to pursue their studies in the tedious, mechanical methods, which, while making the fingers supple, dwarf and warp the mental faculties. The "Musical Curriculum" early opens up the beauties of the theory of music, and gives the pupil glimpses of the science, while it teaches the art. The gradual development of the subject is fascinating; at every step something is gained, and that something is clearly defined and exemplified. Whatever is of an abstract nature is continually relieved by the introduction of pleasing exercises or songs, which while constantly progressing, furnish, also, agreeable relaxation.

Give the "Musical Curriculum" a careful examination.

Price, \$3.00, by mail, prepaid.

JOHN CHURCH & CO.,
66 W. Fourth St., Cincinnati,
And 65 Broadway, New York

Cheapest Book Store in the World

M. J. HYNES,

Old and New Books.

2nd Hand School Books a Specialty.

Immense prices paid for Old Books. Orders by mail promptly attended to.

125 NASSAU, 7 BEEKMAN, & 19 ANN STS., N. Y.

IMPORTANT!

To Teachers, who are invited to investigate the marvelous curative properties of

DR. JEROME KIDDER'S

Electro Medical Apparatus

and become agents for the sale of them, and realize a large profit in addition to the great good accomplished in restoring to health those afflicted with most any of the long list of chronic disorders. Any intelligent person can understand the use of the Apparatus by referring to the manual of instructions which accompanies each machine. Send six cent postage stamp for forty p Descriptive Pamphlet, prices, etc.

Address, ALBERT KIDDER & CO.,
(Successors) 80 BROADWAY, NEW YORK.

A Wonderful Invention.

The Scholar's Companion, 50 cents a year is indeed a grand thing; it is a newspaper for the boys and girls. It is sure to interest every one; it is devoted to self-education and new ideas, and the doings of our really great men and women. It is full of instruction and is declared by old and young to be the best paper that enters the house. It gives out questions and presents prizes for best answers, best writing, drawing, etc. It should be in every house where there are children; it deals with the practical things of life in the Jacob Abbott way. Its readers will become unconsciously well informed on a thousand subjects that are treated of nowhere else. In fact this paper is specially fitted for the children, as the ordinary newspaper is fitted for men and women. To show how popular it is, one agent visited 146 families and 122 subscribed. And, besides, this paper is pure as gold; there are many that are justly to be dreaded—they are almost as fatal as a bullet. Parents, teachers send for the COMPANION, give it as a present. We guarantee you will consider it worth tenfold the price. Let ad book and paper agents send us a green stamp for sample; it will pay them to take subscribers. Teachers who send their names will receive a copy free. Address,
E. L. KELLOGG & Co., 11 Warren St., N. Y.